

# **Independent Final Evaluation**

## **Learning and Knowledge Development Facility (LKDF)**

UNIDO project number: TE/GLO/12/033

UNIDO project ID: 120212



UNITED NATIONS  
INDUSTRIAL DEVELOPMENT ORGANIZATION

# **UNIDO OFFICE FOR INDEPENDENT EVALUATION**

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## **Note for the reader**

In this report “the project” refers to the Learning and Knowledge Development Facility (LKDF), which is the subject of this evaluation.

PPDPs (Public Private Development Partnerships) refers to the country-focused PPDPs currently in operation (or development) by UNIDO, with funding support from a range of donors and partners.

Where both the wider initiative of the PPDPs and LKDF are discussed, this is referred to as the PPDP-LKDF initiative.

## Abbreviations and Acronyms

<b>Acronym</b>	<b>Full Name</b>
AGEVEC	Académie Gros Engins Lourds et Véhicules Commerciaux
APLW	Annual Partners Learning Workshop
BWI	Booker Washington Institute
CAIME	Center of Agro-Industrial Modular of Excellence
CSR	Corporate Social Responsibility
CTA	Chief Technical Advisor
DCED	Donor Committee on Enterprise Development
GIL	Gender Innovation Lab
GIZ	German Society for International Cooperation
goProve	LKDF's database management system
HDECOVA	Heavy Duty Equipment and Commercial Vehicles Academy
HQ	UNIDO Headquarters in Vienna
ILO	International Labour Office
JHEOS	Japan Heavy Equipment Operator School
KPI	Key Performance Indicator
LKDF	Learning and Knowledge Development Facility
M&E	Monitoring and Evaluation
MoU	Memorandum of Understanding
NORTEC	Northern Technical College
OFPPT	Office of Vocational Training and Employment Promotion
PDF	Project Development Facility
PM	Project Managers
PPP	Public-Private Partnerships
PPDP	Public-Private Development Partnerships
PSC	Project Steering Committee
PTC	Programme Development and Technical Cooperation (UNIDO Division)
PTC/AGR	Programme Development and Technical Cooperation, Agri-Business

<b>Acronym</b>	<b>Full Name</b>
	Development Branch
RoI	Return on Investment
SADC FOREST	Southern African Development Community
SAT	Swedish Academy for Training
SIDA	Swedish International Development Agency
TA	Technical Assistance
ToR	Terms of Reference
TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
TVET	Technical and Vocational Education and Training
UNESCO- UNEVOC	United Nations Educational Scientific and Cultural Organization – International Centre for Technical and Vocational Education and Training
UNEG	United Nations Evaluation Group
UNIDO	United Nations Industrial Development Organization
USAID	United States Agency for International Development
VET	Vocation Education and Training
VTC	Vocational Training Centre
WB	World Bank
WSF	World Skills Foundation
ZAMITA	Zambian Industrial Training Academy

## Glossary of evaluation-related terms

Term	Definition
Baseline	The situation, prior to an intervention, against which progress can be assessed.
Effect	Intended or unintended change due directly or indirectly to an intervention.
Effectiveness	The extent to which the development intervention's objectives were achieved, or are expected to be achieved.
Efficiency	A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.
Impact	Positive and negative, intended and non-intended, directly and indirectly, long term effects produced by a development intervention.
Indicator	Quantitative or qualitative factors that provide a means to measure the changes caused by an intervention.
Lessons learned	Generalizations based on evaluation experiences that abstract from the specific circumstances to broader situations.
Logframe (logical framework approach)	Management tool used to facilitate the planning, implementation and evaluation of an intervention. It involves identifying strategic elements (activities, outputs, outcome, impact) and their causal relationships, indicators, and assumptions that may affect success or failure. Based on RBM (results based management) principles.
Outcome	The likely or achieved (short-term and/or medium-term) effects of an intervention's outputs.
Outputs	The products, capital goods and services which result from an intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes.
Relevance	The extent to which the objectives of an intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donor's policies.
Risks	Factors, normally outside the scope of an intervention, which may affect the achievement of an intervention's objectives.
Sustainability	The continuation of benefits from an intervention, after the development assistance has been completed.
Target groups	The specific individuals or organizations for whose benefit an intervention is undertaken.



# Executive Summary

## Evaluation objectives and project context

This Independent Final Evaluation (the Evaluation) commissioned by United Nations Industrial Development Organization (UNIDO) covers the project Learning and Knowledge Development Facility (LKDF) hereinafter referred to as (the Project).

### Background context about the LKDF

The origins of the LKDF lie in the collaboration between the Swedish International Development Cooperation Agency (SIDA) and the United Nations Industrial Development Organisation (UNIDO) in promoting Public Private Development Partnerships (PPDPs) targeted towards industrial skills development in developing countries<sup>1</sup>. Following the launch of the initial PPDPs, SIDA and UNIDO decided to promote a LKDF to serve as an industrial skills development resource for such PPDPs to help realise what both considered to be the high potential for the expansion of the programme. The LKDF's development objective is to contribute to establishing efficient market-oriented vocational training centers by facilitating knowledge sharing and supporting a wider innovative approach for PPDP in skills development. To achieve this the LKDF is composed of three components: i) a results-based learning and knowledge development system (comprising a Monitoring & Evaluation (M&E) sub-component and a Learning and Knowledge Development sub-component); ii) a Management Training component; and iii) a Project Development Facility (PDF). The project duration was four years, with the project ending on 31 December 2016. In terms of implementation of the project, the LKDF is managed by UNIDO, who is responsible for the day-to-day management of the project including implementation of the activities.

### Evaluation objectives and scope

The overall objective of the independent final evaluation is to collect lessons learnt with a forward-looking approach that gives operational and practical recommendations into future projects. Regarding evaluation users, the evaluation is expected to be of interest to concerned UNIDO staff at the HQ and in the field, UNIDO's counterparts in Ethiopia, Iraq, Zambia, Uruguay, South Africa and Morocco, donors (SIDA, United States Agency for International Development (USAID), Japan, Finland, Austria, Norway) and the private sector (Scania, Volvo, Festo, Komatsu, OMV etc.). Regarding evaluation scope, the evaluation covers the process from the beginning to the end, but is limited in focus to describing the major project activities and documenting the results achieved, including assessing the attainment of the main objective and specific objectives under the LKDF's three core project components. The Terms of Reference (ToR) include a comprehensive list of detailed, specific evaluative questions, which provided the core focus of the evaluation. The evaluation ran from October to December 2016, and the work programme included a briefing at UNIDO Headquarters (HQ) in Vienna, desk research, a field mission to Sweden, a field mission to Morocco (Casablanca) in tandem with the LKDF Annual Partners

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<sup>1</sup> The PPP dimension of this programme is that the training academies are developed in partnership with global manufacturing companies (such as SCANIA, VOLVO, FESTO, etc.).

Learning Workshop (APLW) during December 2016, and a separate case study on the Académie Gros Engins Lourds et Véhicules Commerciaux (AGEVEC) PPDP project in Morocco.

## **Principal findings and conclusions**

1. The evaluation findings show the LKDF as being relevant to the needs of the country PPDPs, while the country PPDPs in turn show high levels of relevance to national priorities and strategies in their respective countries of focus. Moreover, levels of country ownership are high among project stakeholders involved in the country PPDPs. The focus on heavy equipment/vehicles was also appropriate due to the expertise and linkages of the private sector partners and their business-driven outlook on the training curricula.
2. Regarding achievement of its target outcomes, the evaluation findings generally show the LKDF as having achieved its target development objective to a significant degree. Under Output Area 1, a significant range and volume of knowledge products and capacity development resources have been developed, including 6 How-to Guides, 8 curricula, 45 Learning Nuggets and Learning Bites, 2 Toolkits, 5 hours of impact stories, and 3 compilation videos. Trainee feedback shows high levels of satisfaction among the 1,400+ Vocational Training Centre (VTC) trainees, with 95% participants saying they would recommend the training. A monitoring and evaluation system has been put in place that is effectively tracking a series of key output and impact indicators, as well as providing an effective interface for decentralised use by each country PPDP. The LKDF online platform has also seen a strong increase in visitor traffic, with visitors averaging 1,000+ per month from 140+ countries, and is contributing to an increasingly wide knowledge-sharing performance. Under Output Area 2 a total of 8 management training courses have been delivered to 90 participants, while under the PDF in Output Area 3 a total of 4 new PPDPs have secured funding, with a further 10 PPDPs in the PDF pipeline and an additional 5 million EURO's being leveraged in additional PPDP financing for every Euro from the LKDF.
3. The LKDF and the PPDPs have placed an important emphasis on gender, with some PPDPs making considerable effort to attract female participants to their VTC courses. Given the traditionally male-dominated areas of Technical and Vocational Education and Training (TVET) and in particular in the heavy equipment sectors, as well as the socio-cultural context of a number of the countries, some of the results of the PPDPs are impressive. A key learning has been the potential of social media in raising awareness and attractiveness of careers in the PPDP target sectors, as well as the fact that increasing female participation requires significant effort and time.
4. Regarding impact on TVET systems in partner countries, the wider LKDF-PPDP programme has had some impact, and the LKDF has contributed to this. PPDP's are also investing significant and focussed work effort to ensure sustainable VTCs. The PPDPs are beginning to create some systemic change in national TVET, although there is potential to do more within a wider and more strategic programme. However, PPDPs already represent a strong value proposition to donors and other public actors looking to make an impact in areas

such as market-oriented training, youth skills development and youth employment and TVET reform.

5. The LKDF has shown itself to be a well thought out, hands-on “umbrella” project, linked on the one hand to PPDPs at the country level and on the other supporting the knowledge and best practice transfer process at the macro level, with the goal of harmonizing approaches and delivering more effective support in the field of industrial skills development, through VTC upgrading. In its work over the past 4 years the LKDF has become increasingly important in the wider operation and functioning of this Public-Private Partnerships (PPP)-based approach to TVET, and the LKDF has in many respects provided the overall co-ordination and management of the initiative. In the above respects, the LKDF is an important added-value in the value proposition of the country PPDPs to would-be funders of PPDPs. The knowledge development and sharing has also been well thought through, and has been driven by feedback and demand from UNIDO PPDP staff and local stakeholders, and quite a lot has been done given the budget available.
6. Regarding sustainability, the picture is relatively positive although still somewhat mixed. The LKDF has made valuable contributions to the focus and efforts of PPDPs on post-PPDP sustainability, and this is a real strength of the wider PPDP initiative and the LKDF’s work. Regarding the LKDF itself, no follow-up donor funding has to-date been committed to continue the LKDF’s work. In the absence of donor funding for a continuation of the LKDF’s work, a reduced LKDF work programme with UNIDO funding is foreseen.
7. There is scope to significantly increase the value of the LKDF, and the PPDPs, in a wider and more integrated programme approach, but in order to achieve this UNIDO’s leadership needs to take a more strategic and longer-term view of the PPDPs and LKDF, and show greater pro-business and private sector engagement. While sustainability of the LKDF was not a formal objective of the LKDF project per se, its value demonstrates the value of a programme-level management function to set the direction for the wider initiative, and finding a more robust financial model for the LKDF would help the wider PPDP initiative to fully realise its potential.
8. Regarding achieving systemic change in national TVET systems, there is also scope to increase the potential for the wider PPDP-LKDF initiative to achieve positive impact on TVET, as well as a wider developmental impact on private sector development employment and wealth creation. This represents a significant opportunity for UNIDO, and its public (and private) partners to achieve bigger development impact and returns, but will require a more strategic vision and programme-level approach on TVET reform and improvement.

## Recommendations

Twelve recommendations are set out below, with the recommendations grouped as follows:

- Recommendations to UNIDO and Full LKDF Members
- Recommendations to Private Sector Partners
- Recommendations to Donors.

Table 1: Overview recommendations

No.	Recommendation summary
<b>A.</b>	<b>Recommendations to UNIDO and full LKDF members</b>
R1	Develop a Strategic Concept for a fully-fledged PPP Programme in TVET, building up on the learning from the PPDPs and LKDF
R2	Develop with urgency an expanded LKDF follow-up Programme that will, with the appropriate strategic vision (R1 above) and funding model (R4 below), allow the wider PPDP-LKDF to 'go to the next level', while in the short term seek to secure donor funding for an LKDF successor programme.
R3	In building the successor to the LKDF UNIDO should seek to further develop a standardised set of support services that will also act as quality label, as well as further crystalizing the value proposition for would-be donor and other funders.
R4	Develop a viable and coherent funding model for the wider Programme, in particular the LKDF (or ideally a strengthened PPP management capability that would succeed it
R5	Develop a more detailed strategy and work programme for achieving systemic change in TVET
R6	UNIDO should develop a structured dialogue with private sector members to further strengthen private company dimension in functioning and development of PPDP-LKDF
R7	Carry out a preliminary review to assess if and how using an ISO standard could contribute to the development of VTCs, and the wider PPDP-LKDF initiative
<b>B.</b>	<b>Recommendations to Private Sector Partners</b>
R8	Private companies (at least large multi-national corporations with interests in a wide range of markets) should develop internal networking/co-ordination structures that will allow PPDP-LKDF co-ordination staff to receive the necessary input from across their corporations for developing their corporate strategy and business priorities in regard to PPDPs.
R9	Private sector partners (corporations) develop a short strategic framework setting out their business and market objectives with regard to the PPDPs.
R10	Private sector partners should consider a (proportionate) co-funding contribution to a future Programme management structure or entity, as part of a strengthened PPDP

No.	Recommendation summary
	- LKDF programme model.
R11	Private Sector Partners should develop a structured dialogue with private sector members to further strengthen the private company dimension in the functioning and development of the PPDP-LKDF initiative.
C.	Recommendations to Donors
R12	Donors should reflect proactively which priority sectors and regions/countries are of most interest to them, and how a PPP-based approach could help them achieve their objectives.

The table below summarises the key strengths and weaknesses of the project. It should be noted that while the evaluation is focussed on the LKDF, the table below includes strengths weaknesses of the wider PPDP-LKDF.

Table 2: Key strengths and weaknesses of the project

Key Strengths	Key Weaknesses
<ul style="list-style-type: none"> <li>• PPP-based model</li> <li>• Market-orientated Vocational Education and Training (VET)</li> <li>• Developing new skills and management capacities at partner VTCs</li> <li>• LKDF team dedication and service orientation</li> <li>• Involvement of prestigious private sector corporations</li> <li>• Expanding portfolio of PPDPs</li> <li>• Dedicated UNIDO PPDP project managers and Chief Technical Advisors (CTAs)</li> <li>• Participatory approach</li> <li>• Good focus on post-PPDP sustainability of VTCs</li> <li>• LKDF's contribution to increasing systemisation/standardisation some PPDP work processes</li> <li>• PDF Facility within LKDF</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of a medium-term strategy within UNIDO for the LKDF (and the wider PPDP-LKDF initiative)</li> <li>• Lack of a sustainable financial model for the LKDF</li> <li>• Insufficient pro-business /'private dimension' of the PPP in overall management of the PPDP-LKDF</li> <li>• Limited progress in further developing the core PPP model</li> <li>• Limited progress in developing strategy for delivering systemic change in national TVET system</li> </ul>

## **1. Background, objectives and methodology**

This Independent Final Evaluation (“the Evaluation”) was commissioned by UNIDO. It covers the project “Learning and Knowledge Development Facility (LKDF)”, subsequently referred to as “the Project”.

The independent evaluation team was composed by Mr. Sean Burke (International Evaluation Consultant) and Mr Said Ouattar (National Evaluation Consultant)

### **1.1 Project background and description**

The origins of the LKDF lie in the collaboration between the SIDA and the UNIDO in promoting PPDPs targeted on industrial skills development in developing countries. This programme’s objectives are twofold: firstly, establishing training academies for the operation and maintenance of heavy equipment in the sectors of transport, material handling, agricultural equipment construction, etc.; and secondly, through these academies, expanding access of youth to job-oriented and demand-driven skills in the sectors of logistics and industrial maintenance of machinery.

The public-private partnership dimension of this programme is that the training academies are developed in partnership with global manufacturing companies (such as SCANIA, VOLVO, FESTO, etc.).

Following the launch of the initial PPDPs, SIDA and UNIDO decided to promote a LKDF to serve as an industrial skills development resource for such PPDPs to help realise what both considered to be the high potential for the expansion of the programme. The LKDF comprises three components:

- i) a results-based learning and knowledge development system (comprising an M&E sub-component and a Learning and Knowledge Development sub-component);
- ii) a Management Training component; and
- iii) a Project Development Facility (PDF). The project’s implementation strategy builds on the project document, the inception workshop and the reports of the two consultants on M&E and Learning and Knowledge Development respectively. The LKDF development and immediate objectives and target outputs are set out in the table below:

The project duration is 4 years and 3 months, and ended in December 2016. In terms of implementation of the project, the LKDF is managed by UNIDO, who is responsible for the day-to-day management of the project including implementation of the activities. UNIDO has assumed a neutral role as coordinator of the facility, managing the recruitment and supervision of the national and international experts.

Table 3: Overview LKDF development and immediate objectives and target outputs

<b>Overview LKDF development and immediate objectives and target outputs</b>	
<p>Development Objective:</p> <p>Contribute to establishing efficient market oriented vocational training centers by facilitating knowledge sharing and supporting a wider innovative approach for PPDP in skills development</p>	<p>Target Outputs:</p> <ol style="list-style-type: none"> <li>1. A results-based learning and knowledge sharing platform established for the development of technical skills in Africa and elsewhere.</li> <li>2. Top-management training carried-out addressing constraints in vocational training and covering all PPDP skills development projects.</li> <li>3. Project Development Facility: expansion of the PPDP skills training programme in heavy duty vehicle operations and maintenance to other countries in the developing world.</li> </ol>
<p>Immediate Objective:</p> <p>Institutional change initiated in selected vocational training centres leading to a stronger performance oriented culture, adoption of best practices and better adjustment to changing labour market demands</p>	

The LKDF partners with relevant VET providers across the VET landscape, ensuring the full synergy of the project and training facility establishment and support in the national context, both in terms of policy support and in terms of needs of the local economy (job demands, knowledge and skills gaps, gaps and needs of the education system of the target sector, including outdated training facilities and machines).

Table 4: LKDF partners overview, as per the currently implemented projects

<b>Donor organisations</b>	<b>Private sector partners</b>
<ul style="list-style-type: none"> <li>• SIDA</li> <li>• USAID</li> <li>• Government of Finland</li> <li>• Government of Japan</li> <li>• OCP Foundation</li> <li>• Embassy of Sweden, Lusaka</li> </ul>	<ul style="list-style-type: none"> <li>• The Volvo Group</li> <li>• Scania</li> <li>• Festo</li> <li>• Komatsu Ltd.</li> <li>• Aikagroup</li> <li>• Naledi 3D</li> <li>• I.C.E. Forestry Consulting &amp; Training</li> <li>• Kallion Konepaja Oy</li> <li>• Education First (EF)</li> </ul>

Public sector partners	
<ul style="list-style-type: none"> <li>• International Youth Foundation</li> <li>• Ministry of National Education and Vocational Training, Morocco</li> </ul>	<ul style="list-style-type: none"> <li>• Invasive Alien Species Programme, Cedara College of Agriculture, SA.</li> <li>• The Kurdistan Regional Government's Ministry of Labor and Social Affairs, Iraq.</li> </ul>
Public sector partners	
<ul style="list-style-type: none"> <li>• Office of Vocational Training and Employment Promotion (OFPPT)</li> <li>• Ministry of Industry, Energy, and Minerals, Uruguay</li> <li>• Ministry of Commerce and Industry, Liberia</li> <li>• Ministry of Education, Liberia</li> <li>• Booker Washington Institute (BWI), Liberia</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry of Education, Science, Vocational Training and Early Education (MOE), Zambia</li> <li>• Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA)</li> <li>• Northern Technical College (NORTEC)</li> <li>• Selam Vocational Training College, Ethiopia</li> <li>• Ministry of Education, Ethiopia</li> <li>• Ministry of Industry, Ethiopia.</li> </ul>

## 1.2 Evaluation objectives and methodology

The Evaluation was guided by the ToR, enclosed in Annex 3, UNIDO's Evaluation Policy<sup>2</sup> and the United Nations Evaluation Group (UNEG) Evaluation Norms and Standards<sup>3</sup>. The overall objective of the independent final evaluation is to collect lessons learnt with a forward-looking approach that gives operational and practical recommendations into future projects. Regarding evaluation users, the evaluation is expected to be of interest to concerned UNIDO staff at the HQ and in the field, UNIDO's counterparts in Ethiopia, Iraq, Zambia, Uruguay, South Africa and Morocco, donors (SIDA, USAID, Japan, Finland, Austria, Norway) and the private sector (Scania, Volvo, Festo, Komatsu, OMV etc.).

The scope of the evaluation covers the process from beginning to end (the present). But its focus is limited to describing the major project activities and document, the results achieved and assessing the likelihood of achieving planned outcomes, including the attainment of the main objective and specific objectives under the LKDF's three core project components.

<sup>2</sup> Available from [www.unido.org](http://www.unido.org) (last updated on 19 March 2015)

<sup>3</sup> United Nations Evaluation Group (UNEG), Norms for Evaluations in the UN System, 29 April 2005



The ToR include a comprehensive list of detailed, specific evaluative questions, which provided the core focus of the evaluation.

The evaluation was conducted from October to December 2016, and the work programme included a briefing at UNIDO HQ in Vienna, desk research, a field mission to Sweden, Morocco (Casablanca) in tandem with the LKDF, APLW during December 2016. The evaluation work has also included a separate case study on the AGEVEC PPDP project in Morocco, carried out by the national evaluator Mr Said Ouattar. A list of organizations and persons met is included in Annex 2.

## **2. Evaluation findings and assessment**

### **2.1 Relevance and country ownership**

Alignment of new PPDPs to national and local priorities and strategies

Regarding relevance of new PPDP project designs to national and local priorities and strategies, all projects were also relevant to the countries' context in terms of TVET and higher education institutions' status, and the wider economic situation in terms of shortage of skilled labour in the target sectors. All countries shared the need for modern training equipment and specialised training. All projects were thus relevant in terms of contributing to the socio-economic development of their respective country by improving productivity and competitiveness in the target sectors.

Current TVET programmes available in the pilot countries have been deemed not in line with the private sector needs and in general have had a negative impact on the youth employment rate.

All projects were also relevant in terms of the respective government's policy priorities both in terms of economic development and poverty reduction, and in the development of the specific industrial sector. In the target countries, current TVET programmes, are often of low quality and theory driven due to resource constraints and a lack of skilled technical teachers, with a resultant failure to improve the quality of human resources or quickly adjust to changing labour market demand.

In the case of Uruguay, the development of the agri-business is a key priority of the Government, while in Morocco, this has pushed the Ministry of National Education and Vocational Training and the OFPPT to collaborate with the business sector and development partners to develop and administer a technical and professional skills development training program combining theoretical and practical learning and internships at partner companies.

In the case of Liberia, the Japan Heavy Equipment Operator School (JHEOS) project is strengthening the existing heavy equipment training infrastructure of the BWI, already established with the support of the Government of Japan in 2013-2015 in partnership with Komatsu Ltd. The project thus perfectly integrates into the current political and institutional landscape, addressing both Government policy and strategy<sup>4</sup> as well as an important development challenge of increasing the country's skilled human capital able to meet the economy's demand. The JHEOS PPDP has had additional relevance in the context of a country recovering from the recent conflict, with significant ongoing construction and infrastructure rebuilding and development, and where the heavy equipment maintenance centre at the Ministry of Works is no longer operational following damage incurred during the war.

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<sup>4</sup> The Government's Agenda for Transformation Pillar II and Pillar III (i.e. economic transformation and human development), the Ministry of Youth and Sports National TVET Policy Pillar III "providing quality and relevant TVET for all to enhance employability and livelihoods" and the Government's Poverty Reduction Strategy.

In the case of the Heavy-Duty Equipment and Commercial Vehicles Academy (HDECova) in Ethiopia, the project strengthens the institutional capacity of a local non-governmental training service provider, the Selam Vocational Training College, and is of particular relevance for Ethiopia's economic development, in view of the current high unemployment rate, especially among youth. In the case of Zambian Industrial Training Academy (ZAMITA), in Zambia, hosted at the NORTEC, the new training program is developed in consultation with the local industry to ensure courses are demand driven and meet the current needs of the work environment. The project is also to be inserted in Zambia's "Mining Skills and Training Framework (MSTF)", a memorandum of understanding aiming to consolidate and improve skills development for the mining sector.

At another level, the relative success of the project in developing new PPDPs, and the donor funding, UNIDO contribution, private sector partners' contribution and that of other stakeholders, can be seen as a further endorsement of the relevance to national priorities and strategies.

### **Country Ownership**

Regarding country ownership, feedback from UNIDO and project stakeholders has confirmed the desk review findings of high levels of country ownership. The PPDP approach is also highly participatory, at the design and development stage (where significant consultation and participation is involved in preparing new PPDPs) and in particular during PPDP implementation. This participatory approach is further reinforced by working through local vocational training stakeholders, and avoiding the creation of parallel or green-field initiatives not already connected to the existing national training system.

In the case of Morocco, for example, the field interviews Case Study noted the high level of ownership of the project by the local stakeholders, which has in part been facilitated by the Project Steering Committee (PSC) taking all key decisions, further supported by the participatory management style of the UNIDO project manager. This was further noted during the December 2016 PSC Meeting in Casablanca, where the shared sense of common purpose and *esprit de corps* was striking. In this respect, this strong country ownership offers an important building block for future work on ensuring the project's sustainability.

Regarding the extent to which new PPDP projects designed by the LKDF incorporate lessons-learned from ongoing projects, the evaluation desk research and interviews showed that some learning has been taken into account. Learning from the PPDPs to-date has included the realisation of the importance of planning for sustainability, as well as careful consideration of the local and national contexts. Regarding the Swedish Academy for Training (SAT) PPDP in Erbil (Iraq), specific efforts have been made by the project's stakeholders and in particular SIDA to extract learning from this experience. The learning from the SAT PPDP experience has included giving more thought to the risks where the PPDP's demand-side success was in part dependent on the market prospects for one company (in this case Scania), as well as the need to ensure donor

expectations were aligned with those of the private sector. While there was significant alignment of objectives it is not clear that SIDA's expectations of impacting on the poorer segments of the youth population were realistic with the project's core concept, given the criteria for selecting trainees, where education and language requirements automatically (and rightly) excluded the poorest segment of the local youth population. In this respect, even if the project had not been profoundly impacted by the changed political and security environment in Iraq and the market development had met Scania's expectations, it is unlikely that this specific expectation of SIDA would have been fully met.

This raises a wider and important learning point in all PPP initiatives – that of aligning the public and private dimensions of the partnership. This process is rarely as straightforward as might seem at the moment of design, and most public-private development partnerships find themselves revisiting their initial design and related assumptions in the light of the initial implementation experience. A second learning is that it is important to not rush into new projects, with donors also at times being subjected to internal organisational pressure to approve projects due to budgetary or year-end pressures, or to justify a certain level of past staff investment and resources in scoping out a specific project in a country, or internal pressure to be seen to become active in a specific area. This seems to have been at least one factor in the case of SIDA and the SAT project, where some internal pressure existed for the organisation to become more active in Public Private Partnership initiatives.

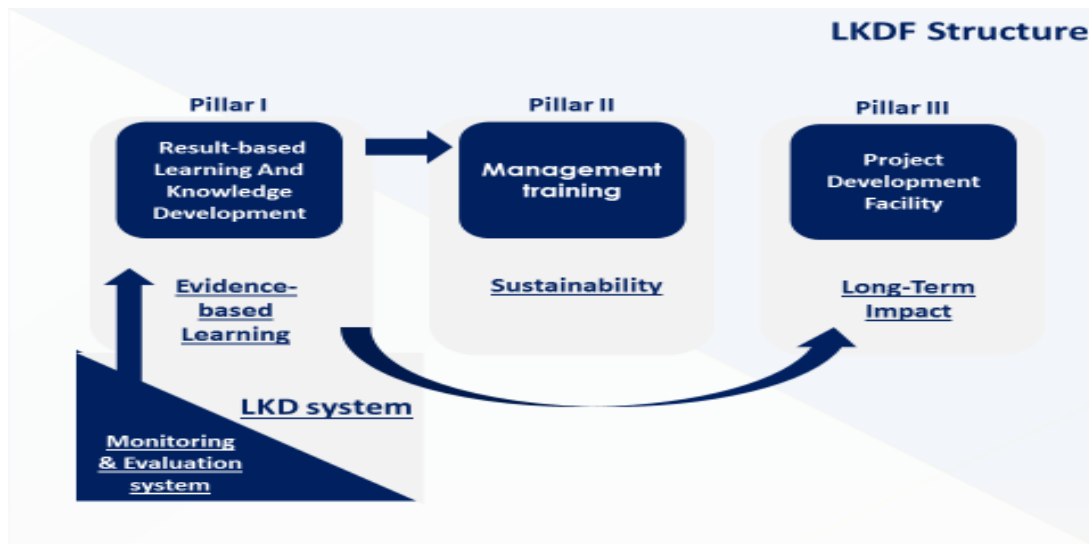
A related learning is that the sooner that a PPDP starts taking into consideration the sustainability dimension, the better. In this respect, the evaluation consultation suggests that this point is being taken up by other PPDPs (in particular taking into account the constraint that UNIDO project staff may not always be able to influence local partners to adopt the timing that they might consider best) – in the case of HDECoVA, the project team have already been in contact and had consultations with other training centres to present and explain the project, with a view to preparing for a replication and scaling. In the case of the AGEVEC, the team has already been developing its strategy for securing sustained impact through replication of the project through OFPPT. Finally, the LKDF's own design is also contributing to the process of systematically reviewing learning from PPDPs, thanks to PPDP formulation and development being centralised in the PDF component of the LKDF.

### **Project design and contribution to the development objective**

Regarding the rationale of the LKDF's design, and its foreseen theory of change, the first component includes two closely interlinked mechanisms - the (M&E) system and the Learning and Knowledge Development system where the former provides the information and data needed to develop learning and knowledge during the latter. The second component, management training, forms a key part of the sustainability goals of the project, in so far as sustained development of the vocational training can only be achieved with full understanding and acceptance of the management principles throughout the host institution and relevant national authorities.

The LKDF's third component, the PDF, helps to ensure the long-term effects of the project, including ensuring that knowledge developed and lessons learnt will be put into practice in new projects. The actual project design has thus contributed to the achievement of the overall project objective: Provide support to ongoing and new PPDPs that focus on industrial skills development in Africa and elsewhere that aim at contributing to the establishment of efficient market oriented VTCs, by facilitating learning and knowledge sharing.

Figure 1 - Overview LKDF structure (Theory of Change)



Source: UNIDO Documentation

Following the 1st Annual Review Meeting between SIDA and UNIDO on 16<sup>th</sup> September 2015 in Vienna, the overall objectives, outcome, outputs and activities of the project were revised, based on the recommendations of the project's mid-term review. The outcome of the project was centred on the creation, through the LKDF project, of an umbrella platform that facilitates joint learning, harmonized approaches, and collective efficiencies in PPDPs in the field of industrial skills development through the upgrading of VTCs.

Consequently, project outputs were clustered in the LKDF's three pillars:

- i) **Result-based learning and knowledge development system:** A results-based learning and knowledge sharing repository established for PPDPs in the field of industrial skills development through VTC upgrading in Africa and elsewhere. This would be achieved through a M&E and Learning and Knowledge Development components, where the former provides the information and data needed to develop learning and knowledge during the latter;
- ii) **Management training:** Top-management training carried-out - addressing constraints in the management of VTCs and covering all PPDP skills development projects developed with *SIDA*. This second component forms a key part of the sustainability goals of the project (a sustainable development of the vocational training) and would be achieved through management training aiming project

partners, host institution and relevant national authorities' full understanding and acceptance of the management principles; and

- iii) **Project Development Facility (PDF):** A project development facility resulting in the expansion of the portfolio of PPDP focused on industrial skills development projects in Africa and elsewhere, as a start those focused on the operation and maintenance of heavy duty equipment/vehicles, with possible expansion to other industrial fields.

The second component is essential to ensuring the long-term effects of the project, through scaling-up and replication, as the knowledge developed and lessons learnt will be put into practice in new projects. It is built on project documentation, the inception workshop and the reports on M&E and Learning and Knowledge Development (the first pillar). The LKDF was thus conceived as an umbrella facility to support learning, sharing experiences and developing PPDPs in the targeted field, whose outcome is not to be identified in institutional change in selected vocational training systems, but rather in the effective support on lessons learned dissemination from its funded projects, which ultimately have a development objective focused on institutional change.

The project has been successful in bringing together on a common platform, relevant national and international partners with complementary roles, coming from both the private and the public sector. The shared goal is the strengthening of specific industrial skills and the upgrading of VTCs, thus enhancing the employability of youth/young adults in determined sector per country. The mobilisation of business partners is at the core of the approach, as it not only supports the costs of the action but also provides a source of expertise and experience, facilitating market linkages and access to trained technicians. On the other hand, private sector partners benefit in terms of access to more skilled workforce and greater visibility for their Corporate Social Responsibility (CSR) work. VTCs, on the other hand, benefit from the upgrading of the training institution (through systematic learning, including peer learning) and are able to offer better opportunities to students not just through apprenticeships and better employment opportunities, but also in terms of reputational gains. Donors can thus achieve a greater and more visible effectiveness in their contribution to upgrade TVETs through PPDPs in developing countries.

## 2.2 Effectiveness

This section reviews the outputs and results from the work carried out under the LKDF's three Output Areas/Pillars.

### **Output 1: Results-based learning and knowledge sharing platform**

Regarding Output 1, significant work effort has been invested and the key work outputs and results to-date include the following:

- a. M&E System: The data collection action plan was finalised in 2015 and the LKDF's database management system (*goProve*) has been upgraded and improved, thanks to questionnaires and surveys based on feedback received from the field. For example, the Key Performance Indicator (KPI) structure has been changed, re-

adapted and a bulk upload functionality has been created, while the baseline and end-line collection has been streamlined and the data input can now be carried out offline.

- b. LKDF How-To guides: A series of six “How-to” guides on lessons learnt have been developed and are available on the project’s website. Hard copies were shipped to the PPDP projects and LKDF partners and other interested parties<sup>5</sup>. As the series’ name suggests, these guides are intended as practical, hands-on guides for the LKDF’s core stakeholders, and include for example a guide on how to set up a monitoring and evaluation system for a vocational training PPDP, based on the LKDF’s experience in establishing monitoring and evaluation systems in its partner VTCs. Another guide provides how-to guidance on knowledge development and knowledge management in PPDPs “How to develop and manage knowledge in PPDPs” and on the importance of continuous project cycle learning, in order to improve the current practices in on-going PPDPs and transfer best practices to potential new projects and “How to set up a PPDP Management Training Programme”, developed for VTC managers explaining formal and informal learning practices as well as structured reflective practice to increase management competencies.
- c. International Best Practice Report: Development of an International Best Practice Report titled “Encouraging More Female Trainees in Vocational Training in Traditionally Male-Orientated Areas: What Are We Learning?” was completed in June 2016 and distributed to members of the LKDF and also made available on the LKDF website. The document identified and analysed existing evidence from skills development initiatives and programs, focusing on a “learning by doing” collection of experiences and sharing best practices for encouraging more female trainees in sectors, such as the one of heavy machinery, which is traditionally male-oriented. Another International Best Practice Report provides experience and guidance from other countries on upgrading technical industrial skills:  
(<https://www.lkdfacility.org/resources/upgrading-of-technicalindustrial-skills-what-do-international-good-and-best-practices-tell-us/>).
- d. Curricula and training material: Eleven curricula and training materials for both basic and advanced training of heavy duty equipment mechanics were developed jointly by staff from Scania, Volvo, UNIDO and technical project staff from Ethiopia, Morocco and Zambia. These curricula and materials were made available in both English and French, and hard copies were shipped to the PPDP projects and LKDF partners. These resources also were used as a basis for developing the curriculum for the PPDP in Zambia.
- e. PPDP training course: Learning and best practices from the LKDF were also captured through interactive, multi-media courses, which in addition to featuring

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<sup>5</sup> Examples of other interested partners to which the How-to Guides were sent include the Swedish Embassy in Zambia and the International Labour Organisation (ILO) offices in Geneva and Turin.

learning and good practice also featured key lessons on the roles of the different stakeholders and their importance in achieving more effective collaboration.

- f. M&E field visits: Monitoring field visits to country PPDPs have been carried out in Iraq, Ethiopia, Zambia and Liberia.
- g. APLW and project field staff meetings: The APLW brings together the various project stakeholders, and the LKDF semi-annual project reports note a steady increase in the number of organizations represented at the workshop from year to year, indicating a real interest among external organisations that are interested in learning from the LKDF. As part of the 2014, 2015 and 2016 APLWs, a project field staff meeting and training for VTC managers was organized for project field staff to exchange experiences and learn from each other. Feedback from workshop participants interviewed in Casablanca and remotely emphasised the value of the workshop as a forum for learning, exchange of experience and networking.
- h. Female participation: The LKDF and the PPDPs have placed an important emphasis on gender, with some PPDPs making considerable effort to attract female participants to their VTC courses. This has included the LKDF and the World Bank's (WB) Africa Gender Innovation Lab (GIL) collaborating together on a study and assessment on how to increase female participation in the traditionally male-dominated areas of TVET. The work included a joint randomized control trial carried out during the annual sign-up period at HDECoVA in Ethiopia in late September 2016, and the results and learning to-date have been documented by the LKDF and discussed at the December 2016 APLW.
- i. Business model support: The LKDF provided advice and support for HDECoVA in Ethiopia to develop and publish a business plan for the facility. Given the limited knowledge of business planning among local staff, LKDF staff supported the PPDP project management team in developing a structure and templates for the business plan and the designing of questionnaires to gather the data necessary to populate the plan. This support was highly appreciated by the HDECoVA project team, and these tools are now available for all other PPDP projects to develop their own business plan, and the AGEVEC PPDP in Morocco has for example already started its business planning.
- j. Communication & dissemination: A micro-learning nuggets newsletter presenting and promoting the PPDPs, VTCs and vocational training and education concepts has been sent out on a monthly basis, while a new LKDF website was launched in July 2016.

In terms of knowledge facilitation and capacity development resource outputs and products, the overall scale of activity under Output Area 1 has been impressive, with this output including 6 How-to Guides, 8 Curricula, 45 Learning Nuggets and Learning Bites, 2 Toolkits, and 5 hours of Impact Stories and 3 Compilation Videos. Furthermore, following a somewhat slower start, the expansion in the number of PPDP projects has created a wider range of needs, as well as sources for content input and inspiration, and



the expanding network of PPDPs and their local partner configurations has also been creating a wider take-up and dissemination audience. The online platform is visually pleasing in terms of overall look, and has also been well designed, and caters well as a window 'shop front' for LKDF Knowledge and learning publications and outputs as well as a fast gateway to each of the live PPDPs.

## **Output 2 - Top-management training**

Top-management training activities were carried-out following the logical framework, covering all PPDP skills development projects, and seeking to address key VTC management constraints and needs, including sustainability and replication of good practices produced by the LKDF. One of the key bottlenecks identified has been the low presence of female participants in training courses (for example, none of the first four VTCs that became operational had a female manager). VTC management is not appointed by the PPDP projects, but by local ministries (or the NGO board in the case of Ethiopia) and thus the LKDF's possibilities to address this issue were and remain limited.

- a. Management training courses: International Labour Office (ILO's) "Management of Training Institutions" training course for VTC managers was selected as the most relevant for LKDF VTCs, and training was delivered at ILO's International Training Centre in Turin. Eight managers from the LKDF VTCs in Ethiopia, Morocco, Kurdistan, and Zambia (2 persons from each VTC) were sent on a one-week management training courses organized by the International Training Centre of the International Labour Organization (ITC-ILO) in Turin. The main objective of this training was to strengthen the participants' technical knowledge and analytical and managerial capacity, as well as improving the functioning of the training centres that they worked in. The LKDF VTCs nominated participants for the French course<sup>6</sup> (October 2015) and for the English course (December 2015), based on selection criteria set by the LKDF<sup>7</sup>. Feedback from the participating managers was very positive, as reported in the LKDF Semi-Annual Project Report of February 2016 and also in selected evaluations interviews. During the French-language training course the PPDP model was also presented to VTC managers from various francophone countries, such as Niger and Haiti, thereby creating a wider dissemination of the PPDP approach and encouraging course attendees to assess whether this model could be implemented in their countries' respective TVET system. During 2013, four VTC managers attended ILO's course (Management of Training Institutions), two from Iraq, two from Ethiopia. Prior and after the course, coaching sessions were organized with voluntary private sector coaches.
- b. Web-based training modules: FESTO, as part of its in-kind contribution to the LKDF, provided access to various web-based courses and training modules to LKDF partner VTCs, for different purposes: management training, training of trainers and training of students. VTCs could choose the courses of relevance for them from a

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<sup>6</sup> From the PPDP in Morocco

<sup>7</sup> Coaching sessions have also taken place before and after the training course, with these sessions being based upon the LKDF Management Handbook.

course catalogue. The VTCs in Ethiopia, Morocco and Zambia chose technical modules, such as pneumatics and hydraulics, while the SAT in Iraq requested access to several management modules, such as personnel management, project management and time management.

- c. Pedagogical training: The LKDF has also been in the process of arranging pedagogical training for the trainers in the LKDF VTCs in Ethiopia and Zambia. ToR have been developed and a candidate roster was created. The trainer role will be to assess the different pedagogical training needs of trainers within the two VTCs, and then design and deliver a customised learning programme for these trainers.
- d. VTC course certification: Two webinars and a one-day training session were organized in 2016 during the APLW in Morocco.
- e. Knowledge sharing visits: In August 2016, the CTA of the Zambia project visited the project in Liberia, following the recommendation of the LKDF team, in order to share experiences related to the project inception phase and daily management.<sup>8</sup>

Under Output Area 2 a total of 8 management training courses have been delivered to 90 participants, and this management capacity development has been one contributing factor to the VTCs' having delivered training to more than 1,400 participants to-date, and the high satisfaction rates obtained<sup>9</sup>.

### Output 3 - Project development facility

Regarding Output 3, the LKDF has worked on PPDPs focused mainly on vocational training for operation and maintenance of heavy machinery. Since the start of the Project Development Facility, a total of 4 new PPDPs have secured funding. A summary of the PPDPs that are ongoing is set out below.

Table 5 – Overview of ongoing PPDPs

Country	Project	Sector	PPDP
<b>Ethiopia</b>	HDECoVA	Heavy duty and Industrial vehicles	Heavy Duty Equipment and Commercial
<b>Iraq (KRG)</b>	SAT	Heavy Duty Machinery and Commercial Vehicles, Driver Training, Forklift Driver Training, English Language, Computer Training	SAT
<b>Liberia</b>	JHEOS	Heavy Duty Machinery, Excavator Operation, Basic Service Training	JHEOS

<sup>8</sup> LKDF Semi-Annual Report August 2016

<sup>9</sup> Participant feedback post-training showed some 95% of participants stating that they would recommend the training received.

Country	Project	Sector	PPDP
<b>Morocco</b>	AGEVEC	Heavy Duty Machinery and Commercial Vehicles	Heavy Duty Equipment and Commercial Vehicles Academy (AGEVEC)
<b>South Africa Development community [SADC Region]</b>	SADC-Forest <sup>10</sup>	Forestry	Pilot Trainings in South Africa
<b>Uruguay</b>	CAIME	Automation technology and Mechatronics	Center of Agro-Industrial Modular of Excellence (CAIME)
<b>Zambia</b>	ZAMITA	Heavy Duty Machinery	Zambian Industrial Training Academy

To-date, the completed PPDPs from the PDF have generated a total of more than 5 million EURO's in financing, giving the LKDF a 1:5 leverage ratio in terms of additional funding being leveraged for every Euro from the LKDF.

Regarding PDF pipeline, some 10 PPDPs projects are currently in the PDF pipeline, covering possible projects in countries across the Africa, Middle East and Asia, and with a total estimated value of 12,400,000 USD, of which two are expected to start implementation in 2017. The current pipeline of PPDPs would include new partnerships among which the Austrian Development Agency and OMV in the case of Tunisia, and Festo Didactic and EON Reality, as private partners, for the case of Morocco.

Underlying this is a much bigger base of project team work and staff effort, involving past and ongoing research and country-level contacts with 30+ organisations and/or expressions of interest. Not only is marketing and sales a time-intensive business in any organisation (private or public), but in this case of the PPDPs it requires a lot of preparatory work with regard to i) understanding the country situation and the TVET system, ii) understanding who the key local partners are, iii) conducting in-country research and stakeholder consultation; as well as iv) the work on project formulation and adapting this as required to a given donor's requirements and interests and project formulation and approval processes. Moreover, as this UNIDO-SIDA PPDP-based approach to TVET still has limited history and visibility in the market it is not a widely-known 'product' with a significant track record of achievement and adding value to donor's development objectives.

The SADC Forest project is interesting, not just in that it is an exception to the primary focus to-date on the heavy equipment operation and maintenance sector, but in that it represents both a widening to a completely different sector and where there is no large global corporate involved.

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<sup>10</sup> Developing Regional Forestry Education Program in Southern Africa

## **General analysis and comments**

The LKDF Platform is operative and is effectively supporting the upgrading of VTCs, also contributing to the standardisation of efficient PPDP design and development and PPDP implementation. Moreover, the project is also contributing in other relevant support areas, such as business model planning and curriculum development. It should be kept in mind that only two projects (Iraq and Ethiopia) have been operational for a significant period of time, and the learning process is thus still at a relatively early stage, the growth in knowledge development and sharing activities and products under Output Area 1 suggests there is significant upside potential. Similarly, the strong increase in visitor traffic to the LKDF online platform, with visitors averaging 1,000+ per month from 140+ countries, suggests potential to evolve the platform to an increasingly significant online hub for information and knowledge sharing around market-oriented TVET.

Regarding LKDF work in comparing results between the different PPDPs implementation, as well as identifying opportunities for cross-project learning and fertilisation, the monitoring system has been put in place as mentioned above, and significant effort has been invested in training PPDP staff as well as carrying out monitoring visits. Complete standardisation has not been possible, as the various PPDP projects do not have exactly the same objectives, while the project level indicators of early LKDF projects (Ethiopia, Iraq and Uruguay) are not as aligned with the current LKDF KPIs, as they had already started when the standardization work took place.

LKDF support has also been important in fostering innovative approaches and good practice across the PPDPs, for example in the ZAMITA (Zambia), AGEVEC (Morocco), SAT (Iraq) and the SADC (South Africa) PPDPs. The use of social media and a range of digital tools have for example proved successful for advertising and dissemination purposes, including the recruitment of new trainees and fostering local stakeholder involvement, while the use of e-learning tools has also resulted in positive stakeholder feedback. Overall, the knowledge development and sharing has also been well thought through, and has been driven by feedback and demand from UNIDO PPDP staff and local stakeholders, with the areas/focus topics of knowledge development and sharing reflecting the evolution of the PPDPs, with more basic themes being followed by more advanced topics as the PPDPs progressed through their implementation. Overall, quite a lot has been done given the budget available and feedback from PPDP stakeholders has been very positive.

The lessons learned sharing outside the facility has so far been achieved through a series of communication related activities, including the setup of dedicated Facebook pages to the LKDF projects, and the distribution among the field staff of a guide on how to use social media to communicate project progress. Newsletters have also been used to inform all stakeholders regularly about the LKDF, as well as the videos developed during the past two years to explain the PPDP approach including videos with a general global focus (such as the video on vocational training PPDPs published in June 2016) and a wide range of videos featuring specific aspects of country PPDPs. The LKDF team has also been in regular contact with the country-level stakeholders, while fora such as the APLW have provided a valuable platform for knowledge and experience exchange and

learning. Discussions with UNIDO CTAs and project managers also show that while all benefit from ad-hoc contact with other PDPDs the biggest channel of knowledge exchange and support is with the LKDF project team and LKDF services. The LKDF has also helped facilitate the Volvo Volunteer Programme, where Volvo sends selected staff members to PPDP project, to engage in different activities. In the case of Ethiopia, the volunteer work focused on training the trainers, whereas the volunteer programme in Zambia worked on attracting female trainees to the training centre.

In terms of wider development of linkages and relationships to other organisations and initiatives active in the area of vocational training development (including of course vocational training development for poverty reduction), linkages have been rather limited. Linkages for practical collaboration on management training have for example been developed with ILO, while other TVET actors have been invited to annual partner workshops, and some organisations (International Youth Foundation (IFY), World Skills Foundation (WSF)) have had contact with the LKDF and/or applied to join. The LKDF invited the United Nations Educational Scientific and Cultural Organization – International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) to APLW 2016 in Sweden and as a result of that, UNIDO was invited to present the PPDP/LKDF approach in Bonn in 2016<sup>11</sup>. The LKDF and PPDP model was further presented at the Donor Committee for Enterprise Development (DCED) annual meeting in Sweden in 2016. The LKDF also facilitated UNIDO's membership in the Interagency Working Group on TVET. However, there is much more that could have been done, and could still be done, in this area.

Regarding the extent to which gender aspects have been mainstreamed into the project life cycle, the desk review work and project stakeholder interviews showed a high level of awareness among the PPDP projects of the gender dimension, as well as significant effort for example in increasing female participation. Moreover, gender considerations have been mainstreamed into key aspects of the LKDF and the PPDP's work process and life cycle, in terms of baseline study work, as well as in the monitoring and evaluation system.

In the case of the SAT project in Iraq, for example, there has been a clear commitment from the Academy to reach a 30% female participation quota, and women are actively encouraged to attend the technical and managerial trainings, so that they are also well prepared for opportunities in the workplace. Another example is JHEOS in Liberia, where there has been an ongoing effort to increase the number of female graduates through the provision of a dedicated guide sharing best practices for encouraging more female trainees in vocational training in traditionally male-orientated areas.

In the case of HDECoVA, the project has collaborated with the WB's Africa Gender Innovation Lab (GIL) and has involved trying to find effective new ways to attract girls to what has been a traditionally male-dominated field. The 2014 intake saw a female participation rate amounting to 41% (out of 34 trainees), which was by far the highest number since the inauguration in 2012. However, in the 2015 intake, 13% of students

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<sup>11</sup> <https://www.lkdfacility.org/perspectives/?protagonists=unesco-unevoc>.

were female (out of 39 trainees). In order to sustain female participation rates prospective female students have been exempted from the entrance examination, and HDECoVA staff have also recognized the need to engage in further efforts to attract female students and identified different possible measures, including (i) sending female HDECoVA trainees and the female trainers as “ambassadors” to High Schools, (ii) offering scholarships for girls and (iii) reaching out to parents of potential female students to educate them about potential employment opportunities for women in the heavy duty vehicle sector. These efforts find relevance to the overall policy landscape as the Government of Ethiopia, as it also recently introduced an affirmative action policy, aiming to increase female participation in higher education.

HDECoVA’s collaboration with the WB’s GIL has also shown innovation in increasing gender considerations, as well as providing learning and insight that has, as mentioned, been shared with other PPDPs through support from the LKDF. Most of the experience to-date has shown that it takes time and significant work effort to attract female candidates to this traditionally male-dominated sector, and the SAT project found for example that it has proven especially difficult to change the local perception of what a woman’s job should be, including from the future employers’ point of view, with construction companies for example hiring female employees almost exclusively for office work. Regardless of the specific challenges faced in different country contexts, the wider experience emphasises the importance of resourcefulness and thinking creatively in finding new ways to reach young women, such as the inclusion of English classes (e.g. SAT) to attract young women into heavy machinery programs and awareness-raising and promotion via social media and social networks (e.g. HDECoVA).

### 2.3 LKDF structure and management

#### LKDF structure and governance

Within UNIDO’s role as core implementing agency of the LKDF, the Facility has been developed and is managed by the Programme Development and Technical Cooperation (PTC) Division’s Agri-Business Development Branch (AGR). LKDF governance has been via an LKDF Project Steering Committee (PSC), which meets on a bi-annual basis. The PSC deals with all management and governance issues, including approval of periodic progress reports from UNIDO, decisions on membership applications, budget consumption etc., and the periodic progress reports from UNIDO are the principal input for the PSC meetings. Over the lifetime of the LKDF, 7 bi-annual reports have been submitted (following the initial inception report), and 7 PSC meetings have been held.

Table 6 - Overview LKDF bi-annual reports and PSC meetings

<ul style="list-style-type: none"> <li>• 1st PSC meeting (Vienna, Austria), 9 July 2013</li> <li>• 2nd SC meeting (Esslingen, Germany), 26 February 2014</li> <li>• 3<sup>rd</sup> (virtual) PSC meeting, 18 September 2014</li> <li>• 4<sup>th</sup> Steering Committee Meeting (Addis Ababa), 19 February 2015)</li> </ul>	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> PSC meeting (Vienna, Austria), 14 September 2015</li> <li>• 6<sup>th</sup> SC meeting (Södertälje, Sweden), February 2016</li> <li>• 7<sup>th</sup> SC meeting (Casablanca, Morocco), 14 December 2016</li> </ul>
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<ul style="list-style-type: none"> <li>• Inception report, June 2013</li> <li>• Semi-annual report 1, Nov. 2013</li> <li>• Semi-annual report 2, February 2014</li> <li>• Semi-annual report 3, September 2014</li> </ul>	<ul style="list-style-type: none"> <li>• Semi-annual report 4, February 2015</li> <li>• Semi-annual report 5, Nov. 2015</li> <li>• Semi-annual report 6, February 2016</li> <li>• Semi-annual report 7, August 2016</li> </ul>
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Regarding LKDF membership, three categories of membership exist - Full Member, Associate Member, and (since the December 2016 APLW) Knowledge Member, and a process for accepting new members has been defined in the LKDF project cycle. Full members comprise Volvo, Scania and one representative of each of the current country specific PPDPs, UNIDO, the World Skills Foundation (joined in 2013) and the International Youth Foundation (joined in 2014). Since February 2016, following the Project Steering Committee recommendation, membership of the LKDF has been PPDP-project based – this means that a new PPDP project joining the facility appoints a representative to the PSC, and a project that has ended can stay a member for another two years.

Table 7 - Overview LKDF membership categories

<b>Full Members</b>	<ul style="list-style-type: none"> <li>• Must have a PPDP project to be considered a member of this category.</li> <li>• All PPDP partners (VTC, NGO, donor, development agency, company/ies) can join LKDF and can benefit from knowledge sharing products and events.</li> <li>• PPDP partners will select a representative to the PSC who will represent the PPDP project on behalf of other partners of the PPDP.</li> <li>• Once a PPDP project ends, the PPDP Members automatically become Associate Members should they wish to do so.</li> </ul>
<b>Associate Members</b>	<ul style="list-style-type: none"> <li>• Associate Members can remain in this category for a period of up to 3 years.</li> <li>• Can during this period contribute knowledge and experience to the LKDF.</li> <li>• Can during this period undertake project development towards a new PPDP if they wish to become a Full Member again.</li> <li>• Knowledge Partners (e.g. GOs, donors, UN Agencies and private sector companies currently without a PPDP) can be Associate Members, if they are connected to a VTC or if they can contribute substantially to the LKDF in a broader sense.</li> </ul>
<b>Knowledge Members</b>	<ul style="list-style-type: none"> <li>• Knowledge Members can contribute and share in knowledge development and learning of the programme.</li> <li>• Most recent membership category – approved at the PSC meeting in Sept. 2015.</li> </ul>

### LKDF project management

Operational management of the LKDF project is carried out by one UNIDO staff member (part-time), supported by a consultant engaged in PPDP development and a project assistant. Consultants have also been engaged for specific tasks, such as development of the M&E system. The relative volume of work implemented to-date points to a project

team that is both dedicated and productive, with stakeholder consultation underling the professionalism and services orientation of the LKDF team.

Regarding strategic management and governance, overall, the LKDF governance has been satisfactory from the perspective of ensuring good management and house-keeping of the LKDF umbrella project, however UNIDO does not appear to have pushed forward with a strategic vision of where the wider PPDP-LKDF programme could go. The growth in the portfolio of PPDPs suggests a real interest and commitment to developing PPDPs by UNIDO, something confirmed by interviews with UNIDO management/senior management.

The LKDF umbrella project was a rather visionary initiative on the part of SIDA and UNIDO, yet the window of opportunity that this project represented at the strategic level does not seem to have been fully grasped, and shows somewhat a lack of both strategic thinking and a market-led and private sector-oriented approach. This can be seen in terms of the resourcing of the LKDF project team, where a bigger team would have been required to really develop the potential of the wider programme. For some private sector partners, however, there is scope to improve the private sector dimension and business orientation of the whole initiative, with some observing that UNIDO needs to bring a more pro-private sector engagement culture.

#### **LKDF design**

The Mid-term review (April 2015) identified the principle design weakness of LKDF as being a confusion in the log-frame that mixed the formulation of interventions (and the measurement thereof) of country specific PPDPs and that of the umbrella project (the LKDF Facility) to support these PPDPs. Thus, the LKDF should be in charge of supporting the learning and sharing experiences from the country level PPDPs and supporting the PPDPs' development in the sector, but the outcome of LKDF's work is not to initiate institutional change in selected vocational training systems, but rather to support and draw lessons for dissemination from projects that have that development objective. The Logical Framework Matrix was modified in accordance with the April 2015 LKDF Mid-Term Evaluation's recommendations, as it emerges from the August 2016 Project Report. This change was in line with the recommendations of SIDA, at the annual review meeting in May 2016, regarding the format to be adopted for the reporting of the status of activities, which has to be in line with the revised logical framework structure.

The modified logframe and results indicators capture most of the key relevant results. Some could still be developed with a view to the future, such as i) tracking employer satisfaction over time with PPDP trainees, ii) the extent to which companies recruit more graduate trainees (or are more likely to recruit more), and iii) the total volume of income generated by VTCs (VTS in live PPDPs, plus VTCs formerly in PPDPs but still operational). Another possibly interesting result to track would be the average cost per job created/employment secured (i.e. total PPDP funding divided by the number of graduates securing jobs and/or creating their own income-generating activity). While it is understood that this was proposed during an earlier UNIDO-commissioned consultancy, and was criticised by UNIDO partners, there would be value in monitoring this if it could be done in a relatively time -efficient manner, with



a key determinant being the extent to which country PPDPs can or are tracking graduates' work and career evolution after they graduate<sup>12</sup>. The biggest value from tracking this would be showing relative effectiveness of the training received by graduates in facilitating their employment, and in having such information for national government, TVET stakeholders, and donors.

Regarding the design of PPDPs, and more specifically the organisational and management functioning of VTCs, one UNIDO stakeholder wondered whether the ISO quality structure for quality management could be useful as a "skeleton" onto which any new PPDP could develop a written manual of procedures. Part of exploring this question would also involve considering which ISO standard(s) would be most relevant. ISO 21500:2012<sup>13</sup> for example is a relatively new ISO standard on project management, which can be used by any type of organization, including public, private or community organizations, and for any type of project, irrespective of complexity, size and duration. Alternatively, while ISO 9001 might be less familiar to some learning centres (in particular those which do not charge students for their training), other ISO structures such as the ISO 29990 structure for learning services for non-formal education and training might possibly be more relevant.

A likely added value of an ISO standard for a VTC is that it would provide a basic framework for management by spelling out the detailed modus operandi of a training centre, thereby providing guidance to staff and students on their respective roles, responsibilities and expectations. This could possibly further strengthen the organisational and management foundations of a VTC, by formalising the manner in which training is conducted, how staff can be developed etc. and increase the prospects for the organisational stability and sustainability of a centre. An ISO standardisation was considered useful to explore in terms of encouraging VTCs to document and detail management and work processes, with a view to having a stronger evidence basis to assess performance across all VTC areas (teaching and learning, planning, procurement, service offer etc.) and identify areas for improvement. Another related benefit might be that use of an ISO standard would further reinforce the work being carried out with goProve and the wider monitoring system. While this issue is raised here in a very tentative manner, it is considered further in the lessons learned section in the context of the development of the wider PPDP-LKDF initiative.

## **2.4 Impact**

### **Impact on national TVET systems**

The LKDF's model to transform vocational technical training system in developing countries has solicited interest and gained the support of different entities (public

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<sup>12</sup> The more part of the workload/onus on providing updated tracking information can be placed with the graduate students, the more feasible monitoring graduate employment will be for PPDPs. This might be possible for example, through obtaining the formal agreement of graduates to provide regular email or SMS updates on their work and career evolution following graduation.

<sup>13</sup> [www.iso.org/iso/home/news\\_index/news\\_archive/news.htm?refid=Ref1662](http://www.iso.org/iso/home/news_index/news_archive/news.htm?refid=Ref1662)

institutes, private companies, development institutions and intergovernmental organizations). The involvement of public institutes and governmental organisations has contributed in important part to the systemic change and large outreach to PPDP countries' TVET system landscape. A key asset of PPDPs is their focus on private sector demands and expertise in the latest technological standards, making this kind of partnership attractive not only to the graduates themselves and the private sector, but also potentially to national governments, who more often than not are looking for successful strategies to develop the private sector and tackle youth unemployment.

As set out earlier in the report, PPDPs have so far been involving public sector partners from relevant Ministries, Colleges and Training Centres in developing countries, as well as from the donors' countries. This has ensured not only the full relevance of the PPDPs to the country's needs, but also the collaboration of the country's government in merit to possible future replication and synergies and positive spill-overs into the national vocational training policies. SIDA has also identified a number of criteria to assess whether and when a project is contributing to systemic change and large outreach: (i) when the certificate from the VTC is valid across the country, (ii) when the curriculum developed is used by other centres, (iii) if the approach is integrated into the national strategy, (iv) if lessons are picked up by the ministry and spread across the country, and (v) if it enables more women to participate in productive employment.<sup>14</sup>

Regarding the above criterion of whether the approach is integrated into the national strategy, all of the PPDP projects are consistent with national strategy. However, this does not necessarily mean that PPP-based models are explicitly developed in such national strategies, rather that the wider objective of training that leads to employment and provides skills that the market needs is being met. Regarding the criterion of having a certificate from the VTC being valid across the country, the PPDPs are also showing some success in this area. In Liberia, for example, the JHEOS training centre has developed strong organisational linkages with the Liberian authorities, with both the Liberian Ministry of Education and the Ministry of Commerce and Industry being partners in the project, and JHEOS is integrated with key policy and strategy plans from the Liberian public sector. Because JHEOS is hosted at the well-established BWI (an institution under the auspices of the Liberian Ministry of Education) JHEOS graduates will obtain a degree that is valid across Liberia. In Zambia, the ZAMITA, established at NORTEC's premises in Ndola, has also seen the Zambian TEVETA approve its VTC curriculum across the country.

The implementation experience to-date suggests that the PPDPs are showing some initial results, as well as demonstrating strong potential to achieve system impact on national TVET systems. In the case of AGEVEC, for example, an important part of the project's impact and sustainability strategy is to secure replication of the PPDP approach across other training centres of OFPPT in Morocco. This approach makes sense, and would seem to be highly realistic, not least given the steady growth in trainee intake at the AGEVEC facility. Given that the Vocational Training and Work Promotion

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<sup>14</sup> <http://www.sida.se/contentassets/3bbf022b400344e7979ca3b0228832b5/938fe40b-be97-4d0d-afd0-4dd5fc15e368.pdf>

Office has a network of more than 360 centres across the country the systemic impact from even limited replication of the model would be quite significant. Moreover, the impressive progress created by the project in less than one and a half years in building strong local ownership and collaboration among key local partners, provides grounds for believing that the project can create systemic impact on the national TVET system.

In Liberia, like other countries, the PPDP model has attracted interest from government and TVET stakeholders, and BWI's development plans to use the approach in other areas of its training activity suggest the potential for further impact is promising. One policy need going forward is to put in place a national standard curriculum for TVET training in Liberia, which would increase the longer-term prospects for significant systemic change, and help capitalise on an increasing trend in the country towards market-oriented training.

In Zambia, a number of systemic changes have to-date been realised. One important systemic change is that ZAMITA represents the first time that supervisory training for technicians in heavy equipment is available in Zambia. Prior to the ZAMITA PPDP the only qualification was the advanced technical certificate, and it took some 15 years for a technician to get to supervisory level, whereas thanks to ZAMITA technicians can obtain a diploma qualification and through this can become supervisor in 2-3 years. This is helping to provide a more defined career path for young technicians, which will create its own impact over time. A second systemic change is that government and TVET stakeholders now see that one can develop TVET models using private partnerships and support and not have to wait for government. Other education institutions have been looking at the PPDP model, and NORTEC has been active in promoting and disseminating the PPDP approach to other training institutions and TVET actors. NORTEC has also used ZAMITA's success to-date to further explore how it can expand to other areas in mechanical engineering, electrical engineering and automotive (all 3 are separate departments in NORTEC). A third systemic change has been the ongoing impact of some of the best practice learning, such as eLearning and use of advanced technologies, on government and TVET stakeholders. For example, government representatives and other TVET providers have visited NORTEC, and been particularly impressed with a number of ZAMITA's features, such as i) staff development using eLearning platform and ii) the use of the local partners (e.g. Volvo), such as having Volvo staff training local teaching staff on specific areas.

Regarding the criterion of enabling more women to participate in productive employment, there have been some achievements to-date, with potential for significantly more results. In the case of HDECoVA, in Ethiopia, the 2014 intake saw a female participation rate amounting to 41% (out of 34 trainees), which was by far the highest number since the inauguration in 2012, although this did drop back somewhat to 13% in 2016 (out of 39 trainees). Regarding the rate of post-training employment of VTC graduates<sup>15</sup> it is too early to assess this in the case of most PPDPs, with ZAMITA, AGEVEC, and JHEOS PPDPs for example being launched only in 2016. However, where data is available, some of the results have been very promising, such as in the case of

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<sup>15</sup> KPI #5 in the goProve system.

Ethiopia where a post-training employment rate in excess of 90% has been recorded at HDECoVA.

As mentioned earlier, both AGEVEC (Morocco) and HDECoVA (Ethiopia) have incorporated gender studies in their activities, with this being carried out together with WB's GIL<sup>16</sup> in the HDECoVA project, and this has been focused on finding new impactful ways to attract girls in what has been a traditionally male-dominated field<sup>17</sup>. In order to sustain female participation rates, prospective female students have been exempted from the entrance examination. HDECoVA staff have also recognized the need to engage in further efforts to attract female students and identified different possible measures, including (i) sending female HDECoVA trainees and the female trainers as "ambassadors" to High Schools, (ii) offering scholarships for girls and (iii) reaching out to parents of potential female students to educate them about potential employment opportunities for women in the heavy-duty vehicle sector. Moreover, the project's efforts are also aligned with national Government policy, with the Government having recently introduced an affirmative action policy, aiming to increase the women's participation in higher education.

In the SAT project in Iraq, there has been a clear commitment from the Academy to reach a 30% female participation quota, and women are actively encouraged to attend the technical and managerial trainings, such that that they are also well prepared for opportunities in the workplace. In the case of JHEOS in Liberia efforts have been ongoing to increase the number of female graduates, through the provision of a dedicated guide sharing best practices for encouraging more female trainees in vocational training in traditionally male-orientated areas.

There are a number of important points and constraints to bear in mind in terms of assessing the extent to which the PPDP projects and the LKDF-related support is contributing to system change in TVET in the beneficiary countries. Firstly, in most cases, the PPDP projects target a relatively narrow sector. Moreover, the PPDP projects are primarily focused on setting up a public-private partnership model for the development and delivery of relevant TVET training through existing training centres in the beneficiary countries. Thus, their expected impact is in significant part to come from demonstrating the value of this PPP-based and market-oriented approach to skills development. As the PPDP's place significant emphasis on local (country) ownership and working through local partners and vocational training centres, this requires building trust - and above all - time, to demonstrate that the model can work and provide highly-trained youth with skills that the labour market needs. The last point is particularly important, as most PPDP projects are still under implementation.

An important evaluation question is whether the current LKDF membership structure supports a wider knowledge-sharing of learnings. The evaluation findings would suggest that this is happening to an increasing extent, and significant effort has been invested in

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<sup>16</sup> Meeting Minutes, Learning Exchange Meeting for PPDP Project Staff, *Learning and knowledge development facility: A SIDA-UNIDO industrial skills development resource*, 11th December 2016, page 3.

<sup>17</sup> Meeting Minutes, Learning Exchange Meeting for PPDP Project Staff, *Learning and knowledge development facility: A SIDA-UNIDO industrial skills development resource*, 11th December 2016, page 4.

producing a wide range of information and experience-sharing products and publications. However, there is significant scope to expand this through the development of a longer-term strategy for the PPDP programme in general, including its objectives for realising an impact on TVET systems in beneficiary countries.

Taking these constraints into account, the progress and initial results of the projects in securing systemic change are promising. However, it is also worth reflecting on whether more can be achieved in increasing the impact on national TVET systems, and this is discussed further in the section on Lessons Learned. One potential area to explore in terms of increasing impact on national TVET systems is to take a longer-term view of TVET development in the host country's national policy context, as well as a wider view on how the UNIDO PPDP fits into this. Another factor that could be more systematically taken into account is the work of other development actors in the area of TVET, with a view to developing a more explicit partnership framework. In some cases, other organisations are implementing much bigger TVET/VET-related programmes, and it might make more sense to partner explicitly with them regarding policy-related work.

Another area where a more medium-term vision and strategy could add value to the initiative is the wider area of partnership and knowledge and experience sharing. The LKDF has contributed to the development of a suite knowledge-sharing and knowledge-facilitation products and publications, but little has been done in terms of forging longer-term partnerships. This would be a logical recognition of the fact that TVET is a wide area, including both formal and non-formal training, certification and quality frameworks, policy development, institutional development and workforce development amongst others. If the PPDP-LKDF wishes to maximise its prospects for achieving systemic change this will require developing a medium-term vision of collaboration and partnership with other parts and actors of the TVET landscape.

Some programmes may also be directly synergetic with the wider PPDP-LKDF initiative. An example is the EC's SOCIUEX programme, which is a demand-driven Technical Assistance (TA) Facility where EU partner countries can request assistance on specific aspects of social protection, and following approval of requests expert assistance is mobilised either from EU Member State national governments and/or external consultants. This model look set to be increasingly used by the EC and in the follow-up SOCIEUX+ programme the scope has been expanded to include labour and employment (including VET).

A second and more important initiative of relevance is the initiative "Promoting Inclusive, Demand-Driven VET& Skills Development", a VET facility that the EC has recently launched within the framework of GPGC (Global Public Goods and Challenges) initiative. This new initiative is aimed at the creation of a toolbox for VET stakeholders and practitioners. The toolbox is meant to improve the effectiveness of VET reforms so that they are more demand-driven and responsive to labour market needs. In practical terms, it will provide tools and advice to assist local stakeholders to improve evidence-based VET programming, to put in place sustainable mechanisms of consultation and active participation of the private sector in VET, to promote inclusive skills development

for the formal and informal sector, and to support the integration of women and disadvantaged groups into VET and labour market<sup>18</sup>. The toolbox will be implemented in indirect management with a partnership of pillar-assessed Member State Agencies led by BTC Belgium with participation of British Council, AFD, LuxDEV, and German Society for International Cooperation (GIZ).

The total EU Funding for the Facility will amount to EUR 15 million, of which EUR 9.5 million is slated to be available for the VET Facility foreseen, while a further EUR 5 million is available through a Call for Proposals<sup>19</sup>. Short discussions with the responsible European Commission unit confirmed that a number of detailed implementation factors still needed to be defined, and the Action document is expected to be publicly available in early 2017.

A number of actions could be considered with respect to exploring synergies with the above-action. One example could be to explore a structured dialogue and some form of association with the organisations that will be implementing this initiative (BTC Belgium, British Council, AFD, LuxDEV, and GIZ), which could for example include sharing of tools and methodologies, comparing existing baseline data on specific sectoral and labour market data for countries, etc. Another could be to see how the Call for Proposals might represent an opportunity for partners of the PPDP-LKDF initiative, for example in representing an opportunity for local partners to take-up the PPP-based model or replicate it (This would of course depend on the details of the Call, including the eligibility criteria, but a priori might be worth exploring).

## **2.5 Sustainability**

Regarding supporting the PPDPs in their plans for sustainability, the LKDF has been supporting PPDPs in a wide range of actions to support their sustainability, as well as in exchanging ideas and experience on how to improve prospects for sustainability. Overall, as mentioned, the focus on sustainability within the PPDPs is significant, and UNIDO staff and local counterparts deserve praise for the work effort being delivered to

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<sup>18</sup> The Specific Objective is to provide partner countries with know-how, tools and advice in order to improve the labour market responsiveness of VET reforms, strategies and action plans, in particular the ones supported by the EU (EC and EU Member States), thereby also enabling the orientation towards the inclusion of women and disadvantaged groups. As such the action is expected to be complementary to ongoing investments in VET and those being planned to deliver needs-based Results, mainly in the form of tools and medium to long-term advisory services and tools for partner countries, in four components/result areas: i) Result 1: Tools and advice for VET system- and labour market analysis are provided to assist local stakeholders to improve evidence-based VET programming, and serve as basis for informed strategic decisions in response to demographics, economic development, migration challenges and labour market needs; ii) Result 2: Tools and advice necessary to put in place sustainable mechanisms of consultation and active participation of the private sector in VET are developed and delivered; iii) Result 3: National and sub-national stakeholders are capacitated in promoting inclusive VET training for the formal and informal sector; and iv) Result 4: Methodologies and approaches to support the integration of women and disadvantaged groups into VET learning and into the labour market are piloted.

<sup>19</sup> The remaining EUR 0.5 million is earmarked for communication, visibility, evaluation and audit.

ensure the VTCs are sustainable following the end of the PPDPs, in particular given the relatively short PPDP timeframes in which this work has to be done.

In Morocco, AGEVEC's development of career services provision for its trainees will also contribute to achieving sustained impact, as will its incorporating of training of trainers (ToT) on soft skills. The evaluation consultation work has also shown a strong focus on sustainability at HDECoVA in Ethiopia, where the Ethiopian government is supportive and has granted approval to HDECoVA and is seeking help to scale up and replicate the school elsewhere, as well as converting the school to a polytechnic level with a view to build up a scheme to prepare highly qualified teachers. Another achievement has been Volvo's outsourcing of some maintenance work to HDECoVA, allowing for some limited revenue generation. HDECoVA has also developed an apprenticeship programme based on cooperative training and its current model for revenue consisted of a cost-sharing program, where 80% of students obtained a scholarship, while 70 short-term trainings with 6 companies have been carried out, as well as the setting up of an evening program with additional income for trainers.

In Zambia, the ZAMITA project already foresees the involvement of private sector companies after the project handover and has been trying to secure the involvement of private companies through a phased approach, including a three-week learning course for students and companies, as well as attending company's trainings (e.g. in the mining sector) to see how they deliver training and the needs that exist. In Ethiopia, HDECoVA has been developing an ongoing process for inviting representatives from private companies to attend classes and obtain their feedback, including assigning a dedicated staff member for developing relationships with companies in order to benefit from companies' experience and knowledge when developing new curricula. In Liberia, BWI has put in place a small consultancy unit charged to reach out to specific target stakeholders/groups.

In BWI in Liberia, approximately 50% of overall budget comes from own generated revenues. This compares with the situation in the past where BWI was 100% financed from the government budget, and feedback from BWI revealed that there are targets to increase the percentage of BWI's budget coming from own-generated revenues. Regarding institutional sustainability, one asset of BWI is that its charter allows it to generate own revenue. Regarding income streams, BWI foresees a number of income components – i) minimum student fees; ii) providing contract services to generate additional income (if it had more equipment); iii) other revenue-generating programmes. The support from UNIDO local staff, and the LKDF, has been particularly appreciated. This has included support on business planning, in particular to develop a clear understanding of the costs of running programmes, as well as a study tour of NORTEC in Zambia, and general learning from other LKDF activities such as the APLW. UNIDO PPDP and LKDF support has helped BWI to improve its national position in a context where the current trend for vocational training in Liberia is going towards more market-oriented training,

BWI is actively exploring how it can further develop the PPP approach in its training offers and increase its own generated revenue. Its plans include the development of 100 acres of oil palm cultivation, to capitalise on the growing domestic demand for palm oil,

and discussions have been at an advanced stage with an investor for technical support (seeds, equipment). BWI has also been discussing with Mercy Corp regarding the Light of Liberia programme which seeks to provide solar-powered lighting in rural areas, and where BWI would provide maintenance training. Other development plans including discussions with a local Japanese construction company working on road construction in Monrovia to see if they would take some of the JHEOS trainees as interns. Furthermore, the planned Millennium Challenge Account (MCA) programme in Liberia will address critical development issues in Liberia, including a significant focus training of hundreds of thousands of young persons, and BWI is exploring how it can be involved, with one possibility being explored is support for the road maintenance unit at the MCA.

The LKDF has also been contributing to the sustained impact of the PPDP model through its work in identifying and formulating new PPDPs, with the LKDF PPDP pipeline currently including 10 projects as mentioned earlier and with two expected to start implementation in 2017. Regarding the post 2016 funding and prospects, and in order to assess the LKDF's general ability to attract funds for new projects, a Return on Investment (RoI) analysis was conducted. The RoI calculation showed that the LKDF was very successful in leveraging its funds and that the funds invested in the LKDF helped attract substantial funding from various partners for other projects. According to the latest Semi-Annual Report (August 2016) the original cash investment of UNIDO and SIDA into the Facility has a leverage factor of 1:5 (1 EUR invested by UNIDO and SIDA has generated 5 EUR cash investment into skills development). LKDF funds were also used to finance various project development activities, and helped for example to secure the project extension of the SAT in Iraq (total budget: EUR 315,000) and the funding for three new PPDP projects in Zambia (total budget: EUR 4,090,663), Morocco (total budget: EUR 6,566,622)<sup>20</sup> and South Africa.

The LKDF has made a significant and rigorous work effort in developing an adapted approach to RoI, and this should allow ongoing measurement going forward. As mentioned earlier, it may be worth considering the extent to which job creation and RoI related to job creation could be measured, as this is likely to be a key part of the wider PPP paradigm. While the evaluation agrees with the LKDF assessment that measure benefits and RoI in companies would over-stretch the LKDF project team, measuring private sector benefit and return is a key part of the PPP equation, and it would be worth considering if and how this could be done in a measurable sense. This is also part of the real cost of running a long-term programme, and one of the values that a Programme approach could bring.

In terms of institutional sustainability, most training academies and centres have been framed into local Higher Education Institutes and Colleges, thus ensuring their relevance to the country's VET landscape and future economic sustainability. Regarding wider management and financial sustainability prospects the situation looks relatively promising in terms of the continued impact of country PPDP projects, as discussed earlier. Most projects show good attention to sustainability, with examples being given from AGEVEC (Morocco) and HDECoVA (Ethiopia) earlier as to how PPDP teams are

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<sup>20</sup> Semi-Annual Report of August 2016.



making real progress in working to secure a sustainable future for the counterpart VTCs. In the case of SAT in Erbil, despite being a public education institution with usually free tuition, temporary fees were approved for training to the IOM, UN Habitat, and other officially registered NGOs, in order to secure funding beyond the dependence from the Baghdad government. Overall, the UNIDO and local team, in tandem with SIDA, demonstrated impressive effort to try to ensure a sustainable outcome, in the face of a dramatically changed country and political and security situation. In the case of HDECoVA, highly promising work has been carried out in widening the training offer of the centre to create new income streams, and this augurs well for HDECoVA's prospects once the current PPDP finishes.

What is more difficult to assess is the impact on current PPDPs of the expected reduced LKDF core capacity, now that the current donor funding is ending. Positively, UNIDO will maintain a lower level of support in this transition phase, although there needs to be acceptance by all stakeholders that a reduced team resourcing cannot deliver the same level of support in the short-term future.

SIDA's financial support of this visionary initiative, in a context where donors often face internal and external pressure to show all funding having a direct impact 'on the ground', is commendable, although more could have been done by UNIDO to leverage this window of opportunity (see below). In terms of leveraging the legacy of work effort and momentum created by the LKDF project team, and the related financial investment of SIDA and co-financing from UNIDO, it is important that a medium-term vision and strategy is now created for this initiative, in order that its full potential be realised.

One of the likely risks to sustainability of the country PPDP projects is that UNIDO's capacity and its partners' capacity to provide significant support will likely drop sharply once the duration of a given PPDP project finishes, despite the best intentions of all involved<sup>21</sup>. In country PPDP projects where there has been ongoing effort (prior to the end of the donor co-financed PPDP) to replicate or disseminate the model to other TVET actors in the country, there is a risk that the needs of country stakeholders for support in scaling or replication work will continue to be significant, while at the same time the capacity of UNIDO and its PPDP partners may be reduced significantly following the end of the donor-funded PPDP. While this is understandable in terms of the realities of project-based donor funding for time-bound interventions, it is also just one example of a design weakness that should be addressed going forward. A properly-resourced central programme structure could for example have post-PPDP support as one of its support services, providing post-PPDP advice, outreach as part of the wider value proposition of the PPDP-LKDF initiative. This is to some extent also logical, in that the PPDPs can to some extent be seen as 'demonstration projects', showing the value of a specific market-oriented and PPP-based approach, and thus it is natural that continued work effort and support is required to 'leverage' the results of these demonstration projects.

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<sup>21</sup> Even if the counterpart VTC's training effort is on a financially sustainable footing, they are likely to have ongoing needs in terms of support and advice.

Returning to the LKDF's own sustainability, resourcing and support levels will drop sharply in the post-LDKF project phase, in the absence of donor funding. This raises the wider issue of the overall coherence of the PPDP-LKDF from a sustainability and financial model perspective. Despite the LKDF having been instrumental in creating four new PPDPs to-date through the PDF component (and the associated agency-level income accruing to UNIDO) and the value it has provided to the PPDPs in general, there is a lack of a viable financial model for the LKDF itself. This contradiction seems to be part of a wider lack of a sufficiently pro-private sector approach to developing a longer-term strategy for the initiative, where the LKDF seems to have been at least in part handled as a donor-supported project commitment and not enough as a strategic opportunity.

While the work at the PPDP level to ensure sustainability of the VTCs is strong, and there are prospects for some replication or scaling, it is less clear if the 'model' or strategy for bringing about systemic change in TVET is as strong as it could be, in terms of at least fulfilling its medium to long-term potential to bring about this change in TVET systems. Despite the model's many strengths, it is worth asking whether the intervention strategy may be placing too much of the systemic change aspirations in the PPDP projects, at the risk at times of burdening them with unrealistic expectations, or at least not giving them a wider set of tools to achieve systemic reform. This question is considered further in the lessons learned section.

Regarding conditions that favour long-term sustainability, one learning emphasised by a hosting institution/ school would have the same budget autonomy in terms of raising student fees and forging any external partnerships it deemed necessary<sup>22</sup>. For the SAT project, three key learnings were identified on effective project implementation; these are the set-up of a very clear project structure, enhanced and cooperation with authorities (in the case of the SAT project the Iraqi Ministry of Labour and Social Affairs) and the flexibility to adapt to changing /unexpected economic/political circumstances<sup>23</sup>.

For some of the private sector companies, while the experience in being involved in implementing PPDPs, and the support received from the LKDF is viewed very positively, the stakeholder consultation during the evaluation suggests that there has been rather limited structured dialogue between private sector members, or at least that there is room to considerably strengthen this aspect. Feedback from Volvo and Scania for example suggested that both organisations need to do more to provide the 'conduits' for their various business units and functions to provide their input into the PPDPs, while Scania representatives mentioned that the cross-functional nature of the PPDPs had presented specific challenges to their organisation in terms of co-ordination of input and responses from Headquarters and local offices and local partners.

Most of the private sector partners interviewed considered that for the future there is a need to improve the private sector ethos/dimension to the wider initiative, with

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<sup>22</sup> Meeting Minutes, Annual Partners Learning Workshop (APLW), *Learning and Knowledge Development Facility (LKDF): A SIDA-UNIDO industrial skills development resource*, 13 December 2016, page 7.

<sup>23</sup> Meeting Minutes, Annual Partners Learning Workshop (APLW), *Learning and Knowledge Development Facility (LKDF): A SIDA-UNIDO industrial skills development resource*, 13 December 2016, page 5.

different partners raising different points. Some of the larger corporates have recognised the need to provide greater strategic input and to be able to measure the return that the PPDPs provides for their respective organisations.

### **3. Lessons learned and looking forward**

The biggest lesson has likely been that the LKDF has shown itself to be not only a significant added-value, but this kind of platform is essential to the wider development of this promising public-private development partnership initiative. It has been the fulcrum around which knowledge development and knowledge sharing has happened (as was of course the intended objective).

Regarding monitoring and evaluation, a wider lesson has been that identifying and collating and collecting the data required to track KPIs takes time and investment, and that much needs to be done still in particular as key impact data (such as post-training employment rates) will only become available as most of the PPDPs progress into the latter stages of their implementation work plan. The importance of gaining buy-in across counterpart organisations has been an important learning, and the importance of ensuring that the necessary time, resources and support from a central platform such as LKDF is budgeted. Regarding creating local support and buy-in for monitoring the ZAMITA project showed the importance and usefulness of having had the local team attending a training on M&E and goProve, while another important lesson is the need to be flexible where needed, such as in the adaptation of the system in the Arabic language by the AGEVEC project and LKDF.

Regarding the LKDF's PDF component, an important learning has been that the inclusion of a dedicated project development facility component has been shown to have been valuable and one of the strong points of the LKDF design, as it has allowed for a more sustained and structured approach to developing new PPDPs.

A related learning has been the confirmation that developing new PPDPs takes time, for the reasons explained in Section 2, as it involves not only the time requirement of any marketing and sales process and that of designing a new PPP, coupled with the challenges of understanding new country contexts and local stakeholders and possibly new donors and related work requirements in terms of project formulation.

Looking to the future and the further development of the wider TVET public private partnership, it is worth reflecting on what factors would allow the initiative to increase the scale of its results and related impact. A number of factors could be considered. Firstly, as with the LKDF in general, more staff resourcing for the PDF would most likely have created more results in terms of new PPDPs, as greater staff resourcing of the PDF component would enable the development and processing of a larger pipeline. Secondly, if a medium-term strategy and development plan is developed and implemented (as recommended in this evaluation) a strengthened PPDP-LKDF value proposition and increased marketing and visibility of the initiative should also help increase the rate of conversion of PPDP pipeline into funded projects.

Thirdly, there may also be scope to develop a wider and more targeted marketing and sales work plan - this is not so much about the current LKDF communications strategy and marketing plan rather how donors could be approached systematically and provided examples from different sectors how the PPDP-LKDF approach could help them achieve their goals. Fourthly, possible greater geographical regional and country focus coming in part from input from the private sector partners regarding their priority markets.

While the LKDF's own design is generally of a high standard, one possible learning in hindsight is that more focus might have been put on the LKDF's own sustainability. Alternatively, this focus could just as easily come from UNIDO senior management's own reflections on the medium-term strategy and vision for the wider PPDP-LKDF initiative. The LKDF has established itself as the core co-ordination driver within the wider initiative, yet its current funding model does not ensure long-term sustainability and this issue should be addressed as a matter of urgency by UNIDO. The September 2015 Project Steering Committee decision to build a levy into the new PPDPs is not only logical but welcome, but it is questionable if this can provide sufficient stability (and diversification) of the funding base to allow the LKDF's continued and widened development in an optimal manner.

Regarding the design of PPDPs, and in particular optimising the organisational and management functioning of VTCs with a view to maximising VTCs medium-to-long term sustainability, it may be worth reflecting on whether using an ISO standard could help in this process. This is put forward very tentatively, as it only came up in one evaluation interview, but given that it may have relevance with regard to the future development of the wider PPDP-LKDF initiative,

It may be worth reflecting on to what extent the use of an ISO standard would further strengthen the organisational and management foundations of VTCs. As mentioned earlier, benefits may include a further formalising of the manner in which training is conducted, how staff can be developed etc., thereby increasing the prospects for the organisational stability and sustainability of a centre. On the other hand, this would take considerable effort initially, and might also require significant support to VTCs from a central LKDF-type structure. However, if the number of PPDPs was to significantly increase during the coming years, the use of a common quality standard might also help to develop relevant KPIs for VTC organisational and business performance, and increase the scope for benchmarking and sharing of learning on organisational performance across VTCs. It might also be attractive to would-be donors considering co-financing a PPDP, in that it would provide further quality assurance and risk management assurance.

However, further consideration would be need to be given to *if* and how use of an ISO standard could add value, and this is the thrust of one of the evaluation recommendations.

Regarding achieving systemic change in national TVET systems, examples have been given of instances where the PPDPs and LKDF have started been able to create systemic change. As mentioned already, it is important to emphasise that some impacts on

national TVET systems will take time to be achieved, for example the replication of the PPDP's market-oriented, PPP-based training model across the VTC's host organisations. However, some of these organisations, such as the OFPPT in Morocco, are of such a scale that even partial replication of the PPDP model would represent significant systemic change.

However, it is also important to consider how prospects for achieving systemic change can be enhanced. Achieving systemic change in national TVET systems, as well as other public policy outcomes such as creating new youth employment opportunities and income generation and poverty reduction, are examples of some of the key public goals under the public side of this PPP model. At present, the current model seems to implicitly assume that all actions at country level need to be implemented via a PPDP (no doubt in part as outside of PPDPs the whole other source of intervention has been the LKDF platform during the past 4 years).

However, depending on where the process of TVET development (and/or reform) is in a given country, there are a number of factors or leverage that could influence the level of TVET reform. For example, policy dialogue and reform may happen to fit well within a national PPDP work programme, or may fit less well - for example, in the case where there seems limited interest among national government in market-oriented TVET, and the conclusion is that there is little that can be achieved in the short-to-medium term at policy level and the focus should be on creating a demonstration project through a PPDP, and then presenting the results to government and other TVET stakeholders as the results manifest themselves. This is to some extent one of the constraints of the current model, where at times there might be a risk of over-reliance on the PPDP demonstration projects, whereas partnering with other TVET programmes and actors, policy dialogue, government capacity building and a widened sector focus might create new opportunities to achieve systemic change on national TVET systems.

Policy dialogue and advocacy with national government could for example also start before any PPDP development, and/or continue after a PPDP has finished. Going forward, a number of options could be considered, such as having a policy dialogue option within an LKDF successor initiative to complement any efforts carried out within a PPDP, or to do preparatory work before PPDP or follow-up work afterwards. Other actions to consider could be regional workshops to allow national government officials and other TVET stakeholders to share knowledge and experience, (building on the increasing presence of national TVET stakeholders at LKDF Annual Partner Learning Workshops). Another option might be in some cases to 'outsource' policy dialogue and advocacy to other partners that might be considered to be better placed to carry out such work.

Another factor that could be more systematically taken into account is the work of other development actors in the area of TVET, with a view to developing a more explicit partnership framework. In some cases, other organisations are implementing much bigger TVET-related programmes, and it might make more sense to either partner explicitly with them regarding policy-related work.

Another area where a more medium-term vision and strategy could add value to the initiative is the wider area of partnership and knowledge and experience sharing. The LKDF has contributed to the development of a suite knowledge-sharing and knowledge-facilitation products and publications, but little has been done in terms of forging longer-term partnerships. This would be a logical recognition of the fact that TVET is a wide area, including both formal and non-formal training, certification and quality frameworks, policy development, institutional development and workforce development amongst others. If the PPDP-LKDF wishes to maximise its prospects for achieving systemic change this will require developing a medium-term vision of collaboration and partnership with other parts and actors of the TVET landscape.

Some programmes may also be directly synergetic to the wider PPDP-LKDF initiative. An example is the EC's SOCIUEX programme, which is a demand-driven TA Facility where EU partner countries can request assistance on specific aspects of social protection, and following approval of requests expert assistance is mobilised either from EU Member State national governments and/or external consultants. This model look set to be increasingly used by the EC and in the follow-up SOCIEUX+ programme the programme's scope has been expanded to include labour and employment (including VET).

A second and more important initiative of relevance is the initiative "Promoting Inclusive, Demand-Driven VET& Skills Development", a VET facility that the EC has recently launched within the framework of GPGC (Global Public Goods and Challenges) initiative. This new initiative is aimed at the creation of a toolbox for VET stakeholders and practitioners. The toolbox is meant to improve the effectiveness of VET reforms so that they are more demand-driven and responsive to labour market needs. In practical terms, it will provide tools and advice to assist local stakeholders to improve evidence-based VET programming, to put in place sustainable mechanisms of consultation and active participation of the private sector in VET, to promote inclusive skills development for the formal and informal sector, and to support the integration of women and disadvantaged groups into VET and labour market<sup>24</sup>. The toolbox will be implemented in indirect management with a partnership of pillar-assessed Member State Agencies led by BTC Belgium with participation of British Council, AFD, LuxDEV, and GIZ.

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<sup>24</sup> The Specific Objective is to provide partner countries with know-how, tools and advice in order to improve the labour market responsiveness of VET reforms, strategies and action plans, in particular the ones supported by the EU (EC and EU Member States), thereby also enabling the orientation towards the inclusion of women and disadvantaged groups. As such the action is expected to be complementary to ongoing investments in VET and those being planned to deliver needs-based Results, mainly in the form of tools and medium to long-term advisory services and tools for partner countries, in four components/result areas: i) Result 1: Tools and advice for VET system- and labour market analysis are provided to assist local stakeholders to improve evidence-based VET programming, and serve as basis for informed strategic decisions in response to demographics, economic development, migration challenges and labour market needs; ii) Result 2: Tools and advice necessary to put in place sustainable mechanisms of consultation and active participation of the private sector in VET are developed and delivered; iii) Result 3: National and sub-national stakeholders are capacitated in promoting inclusive VET training for the formal and informal sector; and iv) **Result 4:** Methodologies and approaches to support the integration of women and disadvantaged groups into VET learning and into the labour market are piloted.

The total EU Funding for the Facility will amount to EUR 15 million, of which EUR 9.5 million is slated to be available for the VET Facility foreseen, while a further EUR 5 million is available through a Call for Proposals<sup>25</sup>. Short discussion with the responsible European Commission unit confirmed that a number of detailed implementation factors still needed to be defined, and the Action document is expected to be publicly available in early 2017.

A number of actions could be considered with respect to exploring synergies with the above-action. One example could be to explore a structured dialogue and some form of association with the organisations that will be implementing this initiative (BTC Belgium, British Council, AFD, LuxDEV, and GIZ), which could for example include sharing of tools and methodologies, comparing existing baseline data on specific sectoral and labour market data for countries, etc. Another could be to see how the Call for Proposals might represent an opportunity for partners of the PPDP-LKDF initiative, for example in being a possibility for local partners to take-up the PPP-based model or replicate it (This would of course depend on the details of the Call, including the eligibility criteria, but a priori might be worth exploring).

## **4. Conclusions and overall rating**

### **4.1 Conclusions**

1. The evaluation findings show the LKDF as being relevant of the needs of the country PPDPs, while the country PPDPs in turn show high levels of relevance to national priorities and strategies in their respective countries of focus. In general, levels of country ownership are high among project stakeholders.
2. The focus on heavy equipment/vehicles, within the Industrial skill development field, was appropriate due to the expertise and linkages of the private sector partners and their business-driven outlook on the training curricula. However, business plan development at country level has been proving quite challenging in some countries as field staff have required continuous guidance and support<sup>26</sup>.
3. Regarding achievement of its target outcomes, the evaluation findings show the LKDF as having achieved its target development objective to a significant degree. Under Output Area 1, a significant range and volume of knowledge products and capacity development resources has been developed, including 6 How-to Guides, 8 Curricula, 45 Learning Nuggets and Learning Bites, 2 Toolkits, and 5 hours of Impact Stories and 3 Compilation Videos.

Trainee feedback shows high levels of satisfaction among the 1,400+ VTC trainees, with 95% of participants saying they would recommend the training. A monitoring

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<sup>25</sup> The remaining EUR 0.5 million is earmarked for communication, visibility, evaluation and audit.

<sup>26</sup> Mid-Term Evaluation (April 2015).

and evaluation system has been put in place that is effectively tracking a series of key output and impact indicators, as well as providing an effective interface for decentralised use by each country PPDP. The LKDF online platform has also seen a strong increase in visitor traffic, with visitors averaging 1,000+ per month from 140+ countries, and is contributing to an increasingly wide knowledge-sharing performance. Under Output Area 2 a total of 8 management training courses have been delivered to 90 participants, while under the Project Development Facility in Output Area 3 a total of 4 new PPDPs have secured funding, with a first 10 PPDPs in the PDF pipeline, with an additional 5 EURO's being leveraged in additional PPDP financing for every Euro of funding for the LKDF project.

4. The LKDF and the PPDPs have placed an important emphasis on gender, with some PPDPs making considerable effort to attract female participants to their VTC courses. Given the traditionally male-dominated areas of TVET and in particular in the heavy equipment sectors, as well as the socio-cultural context of a number of the countries, some of the results of the PPDPs are impressive. A key learning has been the potential of social media in raising awareness and attractiveness of careers in the PPDP target sectors, as well the learning that improving female participation requires significant effort and time.
5. Regarding impact on TVET systems in partner countries, the wider LKDF-PPDP programme has had some impact, and the LKDF has contributed to this impact. PPDP's are investing significant and focussed work effort to ensure sustainable VTCs. The PPDPs are beginning to create some systemic change in national TVET, although there is potential to do more within a wider and more strategic programme. However, PPDPs already represent a strong value proposition to donors and other public actors looking to make an impact in areas such as market-oriented training, youth skills development and youth employment and TVET reform.
6. The LKDF has shown itself to be a well thought-out, hands-on "umbrella" project, linked on the one hand to PPDPs at the country level and on the other hand supporting the knowledge and best practice transfer process at the macro level, with the goal of harmonizing approaches and delivering more effective support in the field of industrial skills development through VTC upgrading. In its work over the past 3.5 years, the LKDF has become increasingly important in the wider operation and functioning of this PPP-based approach to TVET, and has in many respects provided the overall co-ordination and management of the initiative. As a result, the LKDF has become an important added-value in the value proposition of the PPDPs to would-be funders. The knowledge development and sharing has also been well thought through, and has been driven by feedback and demand from UNIDO PPDP staff and local stakeholders, and quite a lot has been achieved given the budget available.
7. Regarding sustainability, the picture is relatively positive although still somewhat mixed. The LKDF has made valuable contributions to the focus and efforts of PPDPs on post-PPDP sustainability, and this is a real strength of the wider PPDP initiative



and the LKDF's work. Regarding the LKDF itself, no follow-up donor funding has to-date been committed to continue of LKDF's work. In the absence of donor funding to ensure continuation of the LKDF's work at the current level of activity, a reduced LKDF work programme with UNIDO funding is foreseen.

8. There is scope to significantly increase the value of the LKDF, and the PPDPs, in a wider and more integrated programme approach, but to achieve this UNIDO's leadership needs to take a more strategic and longer-term view of the PPDPs and LKDF, and show greater pro-business and private sector engagement. While sustainability of the LKDF was not a formal objective of the LKDF project per se, its value demonstrates the need and value of a programme-level management function to set the direction for the wider initiative, and finding a more robust financial model for the LKDF would help the wider PPDP initiative to fully realise its potential.
9. Regarding achieving systemic change in national TVET systems, there is also scope to increase the potential for the wider PPDP-LKDF initiative to achieve positive impact on TVET, as well as a wider developmental impact on private sector development employment and wealth creation. This represents a significant opportunity for UNIDO, and its public (and private) partners to achieve bigger development impact and returns, but will require a more strategic vision and programme-level approach on TVET reform and improvement.
10. The overall rating of the project is satisfactory, and the rating tables are set out in the following sub-section.
11. As a closing remark, much has been accomplished under the LKDF project. In addition to delivering a relatively high level of achievement, with a number of signs suggesting impact will continue to grow at the country level, in terms of the provision of highly-qualified graduates, increased availability of relevant skills development offers in the PPDPs' respective national markets, and increasing impact on national TVET systems. The LKDF has also been valuable in providing learning and insights into what core programme support services can help the wider PPDP initiative develop into a more ambitious and strategic programme with significantly enhanced design and impact potential. While the lack of a strategic-level reflection on the development of the wider PPDP-LKDF initiative has constrained somewhat the overall impact, much has also been achieved by (and learned from) the LKDF project. In this respect SIDA also deserves significant recognition for its leadership role in supporting the LKDF platform initiative. The challenge now is to maximise the potential and address the weaknesses, and recommendations are set out below in this respect.

## 4.2 Overall project rating

The overall project rating is set out below:

Table 8 - Rating criteria for quality of project identification and formulation process

Evaluation issue	Evaluator's comments	Ratings
1. Extent to which the situation, problem, need / gap is clearly identified, analysed and documented (evidence, references).	Situation and problem of mismatch between TVET training and labour market needs is clearly documented.	<b>Highly Satisfactory (HS)</b>
2. Adequacy and clarity of the stakeholder analysis (clear identification of end-users, beneficiaries, sponsors, partners, and clearly defined roles and responsibilities in the project(s)).	Stakeholder analysis is clear (including beneficiaries, both intermediate and end-beneficiaries, sponsors, and partners) with clearly defined roles.	<b>Highly Satisfactory (HS)</b>
3. Adequacy of project M&E design.	M&E design is more than adequate.	<b>Satisfactory (HS)</b>
4. Overall LFA design process.	The overall LFA design process is very strong.	<b>Highly Satisfactory (HS)</b>

Table 9 - Quality of project design

Evaluation issue	Evaluator's comments	Rating
1. Clarity and adequacy of outcome (clear, realistic, relevant, addressing the problem identified). Does it provide a clear description of the benefit or improvement that will be achieved after project completion?	Outcome is clear, and addresses the problem and shows clear improvement to baseline situation.	<b>Highly Satisfactory (S)</b>
2. Clarity and adequacy of outputs (realistic, measurable, adequate for leading to the achievement of the outcome).	Outputs are adequate for achieving the outcome	<b>Highly Satisfactory (HS)</b>
3. Clarity, consistency and logic of the objective tree, and its reflexion in the LFM results hierarchy from activities to outputs, to outcome and to overall objective.	The results hierarchy from activities to outputs, to outcome and to overall objective is overall satisfactory. Further work to strengthen linkages from outcomes with regard to TVET change and overall objective could be contemplated in a follow-on phase.	<b>Satisfactory (S)</b>
4. Indicators are SMART for outcome and output levels.	Regarding SMART-level assessment, indicators are satisfactory for outcome and output levels.	<b>Satisfactory (S)</b>
5. Adequacy of means of verification and assumptions (including important external factors and risks).		<b>Satisfactory (S)</b>
6. Overall LFM design quality.	Overall LFM design quality is satisfactory	<b>Satisfactory (S)</b>

Table 10 – Quality of project implementation performance

Evaluation criteria	Rating	
<p><b>1. Ownership and relevance:</b> to national development priorities and Government strategies; to target groups; to UNIDO’s mandate and thematic priorities; to Donor’s priorities; counterpart(s) were appropriately involved in the identification of critical problem areas and in the development of implementation strategies; supported actively project implementation including through in-kind and cash contributions; and the project(s) / programme are relevant to the ISID agenda).</p>	<p>Relevance to national priorities and strategies is high and the level of country ownership is a key strength.</p>	<p><b>Highly Satisfactory (HS)</b></p>
<p><b>2. Effectiveness:</b> objectives and final results at the end of the project (outputs were produced; outcome(s) were achieved or are likely to be achieved through the operation of outputs; and the project/programme contributed to inclusive and sustainable industrial development).</p>	<p>Objectives and final results at the end of the project have largely been achieved</p>	<p><b>Highly Satisfactory (S)</b></p>
<p><b>3. Efficiency</b> (UNIDO, Donors, implementing agencies and counterpart inputs have been provided as planned and were adequate to meet requirements; the quality of UNIDO, Donors, implementing agencies and counterpart inputs and services (expertise, training, methodologies, etc.) was as planned and led to the production of outputs; UNIDO procurement services were provided as planned and were adequate in terms of timing, value, process issues, responsibilities; the project used the most cost-efficient option and was cost-effective etc.).</p>	<p>Inputs have been mostly provided as planned by UNIDO, Donors, implementing agencies and counterpart and were adequate to meet requirements;</p>	<p><b>Satisfactory (HS)</b></p>
<p><b>4. Impact</b> (which long term developmental changes, e.g. economic, environmental, social and inclusiveness, have occurred or are likely to occur as a result of the intervention).</p>	<p>In most countries, it is too early to say regarding definitive impact, but some promising results can be seen. LKDF has helped to start to build visibility and a ‘brand’ for the wider PPDP initiative</p>	<p><b>Satisfactory (S)</b></p>

Evaluation criteria	Rating	
<p><b>5. Likelihood of/ risks to sustainability</b> (results achieved so far are sustainable; the project was replicated/had a multiplying effect; a sustainability strategy was formulated; and what are the prospects/risks for technical, organizational, financial, socio-political, institutional framework and governance, and environmental sustainability).</p>	<p>Most results will likely continue, with also continued UNIDO core funding for a lower-scale LKDF work effort. But overall sustainability planning has been weak.</p>	<p><b>Moderately Satisfactory (MS)</b></p>
<p><b>6. Project management</b> (the national management and overall field coordination mechanisms of the project have been efficient and effective; the UNIDO management, coordination, quality control and technical inputs have been efficient and effective; changes in planning documents during implementation have been approved and documented; and synergy benefits can be found in relation to other UNIDO activities in the country or elsewhere).</p>	<p>The project management from UNIDO has been very satisfactory on most aspects, but there is room to further build synergies with other UNIDO work around the world.</p>	<p><b>Satisfactory (S)</b></p>
<p><b>7. M&amp;E</b> (monitoring and self-evaluation was carried out based on indicators for outputs, outcomes and objectives; M&amp;E activities were documented; and M&amp;E information was used for project steering and adaptive management).</p>	<p>M&amp;E has been very satisfactory, even if it has at times proved challenging to collate data across the PPDPs.</p>	<p><b>Satisfactory (S)</b></p>

Table 11 - Overall ratings

Criterion	Evaluator's summary comments	Evaluator's Rating
<b>Attainment of project objectives and results (overall rating),</b> sub criteria (below)	The project has shown a level of attainment of project objectives and results that is satisfactory.	<b>Satisfactory</b>
Project implementation	Project management has been satisfactory, in particular with respect to operational implementation of the LKDF work commitments and target outcomes.	<b>Satisfactory</b>
• Effectiveness	High achievement of target outcomes.	<b>Highly Satisfactory (HS)</b>
• Relevance	LKDF is highly relevant to PPDP needs, while PPDPs are very relevant to national contexts.	<b>Highly Satisfactory (HS)</b>
• Efficiency	A lot achieved with budget, focussed project management, but a more efficient governance mechanism and strategy could have further strengthened project performance.	<b>Satisfactory (HS)</b>
<b>Sustainability of project outcomes (overall rating),</b> sub criteria (below)	LKDF sustainability planning has been weak	<b>Moderately likely (ML)</b>
• Financial risks	This assessment refers only to the LKDF project (and thus not the PPDPs).	<b>Moderately likely (ML)</b>
• Socio-political risks	Socio-political risks have generally been taken in to account but it is difficult to assess the impact of a reduced LKDF on sustainability prospects.	<b>Moderately likely (ML)</b>
• Institutional framework and governance risks	LKDF governance could have been developed during project lifetime.	<b>Moderately likely (ML)</b>
• Environmental risks	Sustainability-related risks at the environmental level do not feature among the main challenges to sustainability.	<b>Likely (L)</b>
<b>Monitoring and evaluation (overall rating),</b> sub criteria (below)	M&E has been in general satisfactory, and the LKDF is succeeding in building an M&E and evidence-based culture across the PPDPs.	<b>Satisfactory</b>
• M&E Design	M&E Design has been satisfactory, with good focus on most important indicators/KPIs	<b>Satisfactory</b>

Criterion	Evaluator's summary comments	Evaluator's Rating
<ul style="list-style-type: none"> <li>M&amp;E Plan implementation (use for adaptive management)</li> </ul>	M&E plan implementation is appropriate and good use of technology, even if some challenges in data collation across PPDPs.	<b>Satisfactory</b>
<ul style="list-style-type: none"> <li>Budgeting and Funding for M&amp;E activities</li> </ul>	M&E funding is appropriate and has provided good value. For long-term it will be important to see how the support and resources required from LKDF can be optimised (e.g. reducing costs through some PPDP 2 PPDP support or ToT).	<b>Satisfactory</b>
<b>Project Formulation</b>		
<ul style="list-style-type: none"> <li>LFA (Situation, stakeholder, problem and objective analyses / Preparation and readiness)</li> </ul>	LFA/ situation and problem analysis is thorough.	<b>Highly Satisfactory</b>
<b>Project Design</b>		
<ul style="list-style-type: none"> <li>Project Design (LFM, main elements of the project, i.e. overall objective, outcomes, outputs, their causal relationship, indicators, means of verification and assumptions)</li> </ul>	Project design is highly satisfactory, with a particular strength being the inclusion of the PDF component.	<b>Highly Satisfactory</b>
<b>Project management - UNIDO specific ratings</b>	Overall project management has been satisfactory, with the exception of strategic and programme-level management from UNIDO, which has been moderately satisfactory.	<b>Satisfactory</b>
<ul style="list-style-type: none"> <li>Implementation approach</li> </ul>	The implementation approach by UNIDO has been too centred on implementing the LKDF as a donor-funded project, and has lacked strategic leadership and a full PPP mind set.	<b>Moderately Satisfactory</b>
<ul style="list-style-type: none"> <li>UNIDO Supervision and backstopping</li> </ul>	UNIDO LKDF project management has been satisfactory, value-driven and service/PPDP-focussed.	<b>Satisfactory</b>
<b>Overall Project rating</b>	Numerous aspects of the project are very satisfactory but the lack of a wider medium-term strategy and governance and implementation plan is constraining this promising project from achieving its full potential.	<b>Satisfactory</b>

## 5. Recommendations

Twelve recommendations are set out below, with the recommendations grouped as follows:

- Recommendations to UNIDO and Full LKDF Members
- Recommendations to Private Sector Partners
- Recommendations to Donors

Table 12 – Overview of evaluation recommendations

No.	Recommendation summary
<b>Recommendations to UNIDO and full LKDF members</b>	
R1	Develop a Strategic Concept for a fully-fledged PPP Programme in TVET, building up on the learning from the PPDPs and LKDF.
R2	Develop with urgency an expanded LKDF follow-up Programme that will with the appropriate strategic vision (R1 above) and funding model (R4 below) allow the wider PPDP-LKDF to 'go to the next level', while in the short term seek to secure donor funding for an LKDF successor programme.
R3	In building the successor to the LKDF, UNIDO should seek to further develop a standardised set of support services that will also act as quality label, as well as further crystalizing the value proposition for would-be donor and other funders.
R4	Develop a viable and coherent funding model for the wider Programme, in particular the LKDF (or ideally a strengthened PPP management capability that would succeed it).
R5	Develop a more detailed strategy and work programme for achieving systemic change in TVET.
R6	UNIDO should develop a structured dialogue with private sector members to further strengthen private company dimension in functioning and development of PPDP-LKDF.
R7	Carry out a preliminary review to assess if and how using an ISO standard could contribute to the development of VTCs, and the wider PPDP-LKDF initiative.
<b>Recommendations to private sector partners</b>	
R8	Private companies (at least large multi-national corporations with interests in a wide range of markets) should develop internal networking/co-ordination structures that will allow PPDP-LKDF co-ordination staff to receive the necessary input from across their corporations for developing their corporate



No.	Recommendation summary
	strategy and business priorities in regard to PPDPs.
R9	Private sector partners (corporations) develop a short strategic framework setting out their business and market objectives with regard to the PPDPs.
R10	Private sector partners should consider a (proportionate) co-funding contribution to a future Programme management structure or entity, as part of a strengthened PPDP – LKDF programme model.
R11	Private Sector Partners should develop a structured dialogue with private sector members to further strengthen the private company dimension in the functioning and development of the PPDP-LKDF initiative.
<b>Recommendations to donors</b>	
R12	Donors should reflect proactively which priority sectors and regions/countries are of most interest to them, and how a PPP-based approach could help them achieve their objectives.

## Recommendations – UNIDO and all full members

**R1: Develop a Strategic Concept for a fully-fledged PPP Programme in TVET, building up on the learning from the PPDPs and LKDF:** UNIDO in particular, as well as its partners, should develop a full-fledged Strategy and Programme for the next phase of the initiative, as the lack of such a strategic vision is impeding this initiative to realise its full potential.

- a. Defining the TVET and other needs to be addressed, and the medium term (3-5 years) high-level goals;
- b. The different types of contributions and added value public partners can bring;
- c. The different types of contributions and added value private partners can bring;
- d. Target sectors and examples of project concepts, i.e. developing the current list of sectors to explain how they can contribute to a strong development rationale in partner countries, as well as possible examples of what PPDPs might look like. This is particularly important also in terms of potential economies of scope with regard to implementing parallel sector-focussed PPDPs in the same country (i.e. efficiencies of implementation), but also in terms of relevance and potential value proposition to donors and capability to impact on national TVET systems;
- e. Related to the point above on sectors, an overall concept on intervention on each target sector;

- f. Programme Governance Structure;
- g. Programme Components and Delivery (*see also separate recommendation R2 below*)
  - Decentralised (Country PPDPs)
  - Central Programme support services
- h. Membership Categories (already exists for PPDP partners);
- i. Partnership Strategy and Categories towards knowledge organisations and other organisations non-PPDP full members and associates;
- j. Programme Services;
- k. Financial Model (Income and Costs) (*see also separate recommendation R4 below*).

A number of the above points are judged to critical in the short term, and hence they are the subject of separate recommendations below (i.e. those denoted above with 'see also separate recommendation below'.

**R2: UNIDO and LKDF full members should develop with urgency an expanded LKDF follow-up programme that will with the appropriate strategic vision (R1 above) and funding model (R4 below) allow the wider PPDP-LKDF to 'go to the next level':** The biggest short-term obstacle to maintaining the LKDF is that it does not have a coherent funding model, despite its being valued by its target PPDP audience. At the same time, it is recommended that UNIDO and all PPDP stakeholders and donors explore how increased funding can be identified to fund a continued LKDF in the short-term future, and avoid a loss of momentum and reduced support levels to country PPDDPs.

- a. Defining the full spectrum of support and management services that could be considered for a larger PPP/PPDP Programme;
- b. Greater use of technology (in learning to reach more youth, building on existing use in M&E, in particular in impact assessment and RoI assessment);
- c. A more formalised Programme-level set of support services to PPDPs, including what would-be donor funders of PPDPs would receive as a 'value proposition';
- d. A clearly defined methodology for effective PPDPs delivery in TVET;
- e. A full 'toolbox' to implement market-oriented VTC offers and manage such VTCs capacity development to deliver market-oriented training;
- f. Quality Control and Certification of the design of new PPDPs, as part of the quality promise of the PPDP model;
- g. More dedicated and structured linkages with private sector partners, to provide appropriate balance in the PPP governance arrangements.

**R3: In building the successor to the LKDF UNIDO should seek to further develop a standardised set of support services that will also act as quality label, as well**

**as further crystalizing the value proposition for would-be donor and other funders.**

- a. Building on the current PDF experience to develop a fully documented process for the design of PPDPs, thereby providing donors with a certain 'Quality Seal' with regard to a strong (and proven design);
- b. Greater use of technology, including increased use of online materials (from an already very promising start by LKDF), increased use of eLearning and Virtual Reality (VR) in order to increase the initiative's reach;
- c. A full 'toolbox' to implement market-oriented VTC offers;
  - Capability to bring European and other private sector companies
  - Develop and build local VTCs' capacity to deliver market-oriented training for trainees;
- d. Quality Control and Certification of the design of new PPDPs, as part of the quality assurance promise.

This is important as the more defined and significant this set of services is, the greater the value proposition to would-be donor or other PPDP funders, and the easier it is to justify why a proportion of new PPDPs budget should flow back to the core management structure.

**R4: UNIDO and LKDF full members should develop a viable and coherent funding model for the wider programme, in particular the LKDF or ideally a strengthened PPP management capability that would succeed it.** The biggest short-term obstacle to maintaining the LKDF is that it does not have a coherent funding model, despite its being valued by its target PPDP audience.

The income side of the model could consider, but not be limited to, the following income categories:

- a. UNIDO core funding contribution;
- b. Private sectors partners (proportionate) funding contribution, based upon their expected 'return' and partner categorisation;
- c. Contribution from new PPDPs (this could be a % levy, as for example in the proposal from UNIDO at the last PSC meeting) or could use a staggered level of contribution for example similar to the Lehman Brothers formula used in raising investment financing (higher % of budget for first EUR X.X million, with decreasing % for higher amounts);
- d. Contribution for fixed services from the central programme (i.e. LKDF successor programme with widened range of support services);
- e. Potential contribution for additional services from the central programme.

**R5: UNIDO and LKDF full members should develop a more detailed strategy and work programme for achieving systemic change in TVET.** This could involve, but not be limited to, at least the following:

- a. Developing outline concepts of possible PPDP models and interventions in the other focus sectors of the PPDP-LKDF initiative, with a particular focus on the development impact in developing countries (and related potential value for donor partners);
- b. Mapping key TVET actors and programmes, using in part some of the initial desk research carried out for the good practices publication;
- c. Developing a more ambitious strategy and action plan for knowledge sharing
- d. Identifying which partners and initiatives can bring value and synergies, and if or where they are better placed to carry out specific actions;
- e. Exploring a widened array of tools and interventions to achieve impact on national TVET, and avoid placing unrealistic hopes/over-reliance on the PPDPs;
- f. Improved synergies with other UNIDO initiatives;
- g. Ensuring a revised Programme governance and partner categorisation allows other partners to bring value, as well as respecting the Programme's ethics and rules;
- h. Leveraging key other VET/TVET and other sectoral TA and funding programmes, such as the EC initiatives mentioned in the lessons learned chapter.

**R6: UNIDO should develop a structured dialogue with private sector members to further strengthen the private company dimension in the functioning and development of the PPDP-LKDF initiative.** It is recommended that UNIDO develop a structured dialogue with private sector members, with a view to strengthening the role of companies in the wider PPDP-LKDF initiative. This could be flexible and take a number of forms, such as periodic calls with core private sector partner representatives, blocking specific times at LKDF meetings and events (e.g. APLW) to have discussions (this is already happening to some extent). Effectiveness is likely to be increased if this dialogue group is formalised and a work plan of issues is developed and responsibilities are assigned within the group). Examples of possible issues that could feed into a preliminary list for discussion could include:

- a. Exchanging experience between companies on effective practices to co-ordinate PPDPs within their respective companies (limited of course to non-confidential corporate information);
- b. Thoughts on how private companies can contribute to further increasing the business efficiency dimension of the PPDP-LKDF initiative (e.g. more formalised role in reviewing costing of PPDPs being drafted, has a strong business and practical focus in its modus operandi);
- c. Exchange of views on if and how private companies could be part of a sustainable financing model for the LKDF (or widened successor central management structure to succeed the LKDF), and what would private companies expect in return;

- d. Thoughts on whether there is scope to further increase the publicity and CSR benefits for private sector companies from the PPDP-LKDF work, and, if yes, how.

**R7: UNIDO: Carry out a preliminary review to assess if and how using an ISO standard could contribute to the development of VTCs, and the wider PPDP-LKDF initiative.** It is recommended that UNIDO should give some preliminary consideration to exploring if and how using an ISO standard could contribute to the development of VTCs, and the wider PPDP-LKDF initiative. Implementing this recommendation could involve:

- a. Setting an informal internal UNIDO working group to consider which ISO standard might make most sense (and obtaining input from the private sector partners);
- b. Assessing the benefits and costs of using an ISO standard;
- c. If necessary, using an internal or external quality expert;
- d. And based upon the above, recommending to UNIDO whether further in-depth feasibility should be pursued, or whether this should be aborted.

Any such preliminary assessment of feasibility and added value of introducing an ISO standard should also take account of UNIDO's plans for the development of the wider PPDP-LKDF initiative, as well as the likely resources available for central support to PPPDs (LKDF continuation or widened scope of support).

## **Recommendations – Private sector partners**

The following recommendations are made to private sector partners in the LKDF-PPDP programme, in particular the larger corporations:

**R8: Private sector partner networking and co-ordination structures:**

Private companies, at least large multi-national corporations with interests in a wide range of markets, should develop internal networking/co-ordination structures that will allow PPDP-LKDF co-ordination staff to receive the necessary input from across their corporations for developing their corporate strategy and business priorities in regard to PPDPs.

**R9: Corporate strategy with regard to PPP expectations:**

Private sector partners (corporations) develop a short strategic framework setting out their business and market objectives with regard to the PPDPs (e.g. priority regional markets, priority national markets, number of trained mechanics/drivers/maintenance staff etc. in these markets etc.).

**R10: Private sector partners should consider a (proportionate) co-funding contribution to a future Programme management structure or entity:**

As part of a strengthened PPDP – LKDF programme model, private sector partners should consider making a co-financing contribution to part of the operational costs of a central Programme Management Structure. Such a contribution would need to be matched by specific corporate targets (a payment against some range of expected benefits) and would help to increase the linkages between the overall programme management and private partners and to ensure a stronger pro-business and private sector focus, to the benefit of both the private and public partners. Different contribution levels could be developed for different types and sizes of partner.

**R11: Private sector partners should develop a structured dialogue with private sector members to further strengthen the private company dimension in the functioning and development of the PPDP-LKDF initiative.**

In complement to Recommendation 6 above, regarding a dialogue structure between UNIDO and Private Sector Partners, it is recommended that LKDF private sector partners take the lead in developing this structured dialogue with private sector members, with a view to strengthening the role of companies in the wider PPDP-LKDF initiative. As mentioned above, this could be flexible and take a number of forms, such as periodic calls with core private sector partner representatives, blocking specific times at LKDF meetings and events (e.g. APLW) to have discussions (this is already happening to some extent). Effectiveness is likely to be increased if this dialogue group is formalised and a work plan of issues is developed and responsibilities are assigned within the group).

Examples mentioned above of possible issues that could feed into a preliminary list for discussion could include:

- a. Exchanging experience between companies on effective practices to co-ordinate PPDPs within their respective companies (limited of course to non-confidential corporate information);
- b. Thoughts on how private companies can contribute to further increasing the business efficiency dimension of the PPDP-LKDF initiative (e.g. more formalised role in reviewing costing of PPDPs being drafted, has a strong business and practical focus in its modus operandi);
- c. Exchange of views on if and how private companies could be part of a sustainable financing model for the LKDF (or widened successor central management structure to succeed the LKDF), and what would private companies expect in return;
- d. Thoughts on if there is scope (and if yes, how) to further increase the publicity and CSR benefits for private sector companies from the PPDP-LKDF work.

## Recommendations – donors

The following recommendations are made to bilateral and multi-later donors, in particular those active already in the wider PPDP-LKDF programme, or those considering becoming involved.

**R12: Donors should reflect proactively which priority sectors and regions/countries are of most interest to them, and how a PPP-based approach could help them achieve their objectives.**

The wider PPDP-LKDF programme offers interesting potential for donors to reach specific policy and programme goals in range of areas, including but not limited to vocational training, youth skills development and youth employment creation and private sector development. Moreover, an enhanced central management and support capability can further increase the significant potential added value for donors. It is therefore recommended that donors should consider in a forward-looking manner which priority sectors and regions/countries are of most interest to them, and how a PPP-based approach could help them achieve their objectives. UNIDO could support this work by systematic analysis of donor's interests and priorities (thematic, geographical and process/intervention model [e.g. PPP-based] priorities) as well as implementing the above-mentioned recommendations, where implementing Recommendation 5a for example (on developing outline project concept examples for other sectors) could also support this work.

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## Annex 2: List of persons interviewed

Name	Organisation
Mr Philippe Scholtes	UNIDO (Austria)
Ms Virpi Stucki	UNIDO LKDF (Austria)
Ms Lisa Kim	SIDA
Ms Anne Kullman	SIDA
Ms Alicia Martin-Diaz	European Commission DG DEVCO (SOCIEUX+)
Mr Jaime Moll de Alba	UNIDO (Austria)
Mr Gerardo Pataconi	UNIDO (Austria)
Mr Tejene Dezera	UNIDO HDECOVA (Austria)
Mr. Stefan Windeberger	UNIDO LKDF (Austria)
Ms Muge Dolun	UNIDO Independent Evaluation Office
Mr. Jason Hiscocks	UNIDO SAT (Iraq)
Mr. John Mani	UNIDO LKDF (Austria)
Mr. Sean Paterson	UNIDO - SADC Forest (South Africa)
Mr. Maximilien Pierotti	UNIDO AGEVEC (Morocco)
Mr Mattias Larsen	UNIDO HDECOVA (Austria)
Mr Stavros Papastavrou	UNIDO SAT (Iraq), ZAMITA (Zambia)
Mr Rajam V. Padmanabhan	UNIDO ZAMITA (Zambia)
Ms Gillian Martin Mehers	LKDF Knowledge Management and Learning Expert, Atadore Sarl (Switzerland)
Ms Tian Chen Clausen	Scania
Mr Magnus B Karlsson	Scania

Name	Organisation
Ms Malin Ripa	Volvo
Mr Johan Reiman	Volvo
Mr Björn Cappelin	Ministry for Innovation
Ms Sara Johansson de Silva	Consultant (Sweden)
Ms Elfi Klumpp	Festo (Germany)
Mr Antti Piispanen	Ministry for Foreign Affairs (Finland)
Mr Teppo Kettula	Aika Group (Finland)
Mr Harris F. Tarnue	Bookers Washington Institute (BWI) Liberia (JHEOS)
Mr Huner Civil	SAT Erbil (Iraq)
Ms Bheki Dlamini	Alien Species Programme (South Africa)
Mr Dave Lockwood	NALEDI 3D (South Africa)
Mr Shewangezaw Lulie	Selam Children Village (Ethiopia)

## **Annex 3: Terms of reference**

### **Terms of Reference for Independent Evaluation of UNIDO Project:**

"Learning and Knowledge Development (LKD) Facility: A SIDA-UNIDO industrial skills development resource"

TE/GLO/12/033 – SAP: 120212

Budget: EUR 1,193,280 (incl. 13% PSC)  
Period covered: 1.9.2012 (inception phase),  
1.7.2013 (full size project) – 31.12.2016

**31 August 2016**



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## 1. Background and Context

LKDF is a platform that promotes industrial skills development among young people in emerging economies. Working with the private sector through PPDPs, the LKDF supports the establishment and upgrading of local industrial training academies to help meet the labour market's increasing demand for skilled employees, ultimately contributing to inclusive and sustainable industrial development.

At the onset, the LKDF was to learn from two SIDA-funded, UNIDO implemented PPDP projects: SAT in Erbil, Iraq and The HDECOVA in Addis Abeba, Ethiopia.

The original partners included Scania, Volvo, Festo, SIDA, and UNIDO. In 2014, the Facility was joined by the International Youth Foundation. In 2015, the membership was decided to be on a PPDP project based (instead of individual company/organization based) and has been joined by the following PPDPs: AGEVEC in Morocco, SADC Forest in South Africa, ZAMITA in Zambia, JHEOS in Liberia.

More information on LKDF can be found on the web site: <http://lkdfacility.org/>

## 2. The Project

### **Learning and Knowledge Development (LKD) Facility: A SIDA-UNIDO industrial skills development resource**

#### **Background**

The SIDA and the UNIDO have joined efforts for promoting a PPDP program focusing on industrial skills development in Africa and elsewhere. This program aims at: (i) establishing, in partnership with global manufacturing companies (such as SCANIA, VOLVO, FESTO, etc.), training academies for the operation and maintenance of heavy equipment in the sectors of transport, material handling, agricultural equipment construction, etc.; and (ii) expanding access of youth to job-oriented and demand-driven skills in the sectors of logistics and industrial maintenance of machinery.

Taking into account the high potential for the expansion of this program and its innovative PPDP approach; SIDA, and UNIDO decided to promote a LKDF to serve as an industrial skills development resource.

The project's theory of change consists of three interlinked components as described below:

1. The results-based learning and knowledge development system through its M&E and Learning and Knowledge Development components;
2. Management training with an expected outcome of sustainability of interventions;
3. Projects Development Facility with an expected outcome of long-term effects through scaling-up and replication.

## Annex 3: Terms of Reference (excerpt)

The first component includes two closely interlinked mechanisms: the M&E and Learning and Knowledge Development system where the former provides the information and data needed to develop learning and knowledge during the latter.

The second component forms a key part of the sustainability goals of the project: sustained development of the vocational training can only be achieved if there is full understanding and acceptance of the management principles throughout the host institution and relevant national authorities.

The third component will help to ensure the long-term effects of the project. The knowledge developed and lessons learnt will be put into practice in new projects.

The project's implementation strategy builds on the project document, the inception workshop and the reports of the two consultants on M&E and Learning and Knowledge Development respectively.

### **Outcomes and outputs**

Summary of project outcomes and outputs are as follows:

<b>Development Objective:</b> Contribute to establishing efficient market oriented vocational training centers by facilitating knowledge sharing and supporting a wider innovative approach for PPDP in skills development
<b>Immediate Objective:</b> Institutional change initiated in selected vocational training centres leading to a stronger performance oriented culture, adoption of best practices and better adjustment to changing labour market demands
<b>Outputs:</b> <ol style="list-style-type: none"><li>1. A results-based learning and knowledge sharing platform established for the development of technical skills in Africa and elsewhere.</li><li>2. Top-management training carried-out - addressing constraints in vocational training and covering all PPDP skills development projects.</li><li>3. Project Development Facility: expansion of the PPDP skills training programme in heavy duty vehicles operations and maintenance to other countries in the developing world</li></ol>

The Logical Framework (modified after the mid-term review) is presented in Annex 1.

### **Beneficiaries**

- The direct beneficiaries are: (i) the national vocational training system decision-makers, the donor community and development agencies who will have access to lessons learned and best practices for PPP programmes targeting technical skills development; and (ii) the partner global companies who will enhance their visibility through their contribution to professional skills development.

## Annex 3: Terms of Reference (excerpt)

- Another group of direct beneficiaries include the national training institutions, which will benefit from the management training courses and the knowledge generated and shared among them.
- Indirect group of beneficiaries are the youth, who will benefit from the improved vocational training systems/curricula that meets the market needs. This will improve their employability and chances of getting gainful employment.

### **Budget information**

Total Allotment: EUR 1,193,280 (incl. project support costs)

Total Expenditure: EUR 992.527<sup>27</sup> (inc. project support costs, end of August 2016)

### **3. Purpose of the Independent Evaluation**

The main purpose of the independent final evaluation is to collect lessons learnt with a forward-looking approach that gives operational and practical recommendations into future projects.

The report will be of interest to concerned UNIDO staff at the HQ and in the field, UNIDO's counterparts in Ethiopia, Iraq, Zambia, Uruguay, South Africa and Morocco, donors (SIDA, USAID, Japan, Finland, Austria, Norway) and the private sector (Scania, Volvo, Festo, Komatsu, OMV etc).

### **4. Scope and Focus of the Independent Evaluation**

The evaluation will span the projects' process from the beginning to the end (the present), but will be limited in focus to describe major projects activities and document the results achieved and assess the likelihood of achieving planned outcomes.

Inter alia, this includes analysis of pertinent issues such as management arrangements, procurement and financial procedures, timeliness of interventions, selection of beneficiaries, and prospects for sustainability of the LKDF.

The evaluation team should provide an analysis of the attainment of the main objective and specific objectives under the three core project components for the LKDF.

### **5. Evaluation Issues and Key Evaluation Questions**

The following issues and questions are expected to be included in the assessment:

#### **Ownership and Relevance**

Describe and assess to what extent:

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<sup>27</sup> Figure extracted from the SAP, not certified by UNIDO finance.

### Annex 3: Terms of Reference (excerpt)

- The project design is likely to contribute to the development objective – if the outputs as formulated in the project document are relevant and sufficient to achieve the expected outcomes and objectives.
- New PPDP projects are designed to reflect national and local priorities and strategies
- New PPDP projects designed by the LKDF incorporate lessons-learnt from ongoing projects
- The counterpart(s) has (have) been appropriately involved and contributed to the project through in-kind and cash contributions according to the agreements and Memorandums of Understanding (MoUs).

#### **Effectiveness**

- Describe and analyse the level of results achieved compared to expected results for the facility (per area and overall);
  - ✓ Development objective; Establishment of efficient market oriented vocational training centers by facilitating knowledge sharing and supporting a wider innovative approach (PPDP) for skills development;
  - ✓ Output area 1: Results based learning and knowledge sharing platform;
  - ✓ Output area 2: Top-management training;
  - ✓ Output area 3: Project development facility.

#### **Design**

- Logframe and Results Indicators.
  - ✓ To what extent does the log-frame (modified after the mid-term evaluation) and indicators capture relevant results?

#### **Impact and Sustainability**

To what extent has:

- The project contributed to systemic changes to national vocational training policies like TVET?
- Does the current LKDF membership structure support a wider knowledge sharing of learnings?
- What is the prospect for technical, organizational and financial sustainability of the facility?
- Structure of the facility:
  - ✓ To what extent did the structure of the LKD Facility enhance shared learning between partners?
  - ✓ How was the w lessons learned shared and made available to partners outside the facility?
  - ✓ How does the facility link to other international organizations work and initiatives on vocational training development for poverty reduction?
- Developmental impact:
  - ✓ To what extent are the lessons learnt contributing to changes in national TVET strategies

## Annex 3: Terms of Reference (excerpt)

- ✓ What are the percentages of employed persons after PPDP-driven training versus traditional TVET training?

### **Gender**

- To what extent has gender aspects been mainstreamed and implemented in project life cycle (indicative guidance and evaluation questions are provided in Annex 2)?

In addition to the qualitative assessment based on the evidence gathered in the evaluation, the evaluation team will rate the project on the basis of the rating criteria for the parameters described in Annex 3. Ratings will be presented in the form of tables with each of the criteria / aspects rated separately and with brief justifications for the rating based on the findings and the main analyses. Table 4 in Annex 3 presents the template for summarizing the overall ratings.

## **6. Independent Evaluation Approach and Methodology**

The Independent Evaluation will be conducted in accordance with the UNIDO Evaluation Policy and the UNIDO Guidelines for the Technical Cooperation Programmes and Projects.

It will be carried out using a participatory approach whereby all key parties associated with the project are kept informed and regularly consulted throughout the evaluation. The lead evaluation consultant will liaise with the Project Manager (PM) on the conduct of the evaluation and methodological issues.

The lead evaluation consultant will be required to use different methods to ensure that data gathering and analysis deliver evidence-based qualitative and quantitative information, based on diverse sources. The lead evaluation consultant will develop interview guidelines.

The methodology will be based on the following:

1. A desk review of project documents including, but not limited to:
  - (a) The original project document, monitoring reports (such as progress and financial reports, output reports (case studies, action plans, sub-regional strategies, etc.) the mid-term review evaluation report and relevant correspondence.
  - (b) Notes from the meetings of committees involved in the project (e.g. approval and steering committees).
  - (c) Final review report of the PPDP project in Erbil, Iraq (Swedish Academy of Training). See Annex 4 for details).
  - (d) Other project-related material produced by the project.
2. Interviews with project management and technical support including staff and management at UNIDO HQ and in the field and – if necessary - staff associated with the project's financial administration and procurement.

## Annex 3: Terms of Reference (excerpt)

3. Interviews with project partners including donors, companies, and partners that have been selected for co-financing as shown in the corresponding sections of the project documents.
4. Interviews with intended users for the project outputs and other stakeholders involved with this project. The evaluator shall determine whether to seek additional information and opinions from representatives of any donor agencies or other organizations.
5. Interviews with the UNIDO's project management and PSC members and the various national and sub-regional authorities dealing with project activities as necessary.
6. Interviews with the country PPDP-project personnel. Phone interviews and face-to-face interviews during the Annual Partners Learning Workshop in Morocco in December.
7. Case study of the PPDP-project in Morocco (AGEVEC). See Annex 5 for details.
8. Other interviews, surveys or document reviews as deemed necessary by the lead evaluator and/or UNIDO EVA.

The list of reference documents is provided in Annex 6.

## 7. Evaluation Team Composition

The evaluation will be conducted by an international lead evaluation consultant and a national (Moroccan) consultant. The lead evaluator will be working under the guidance of the Evaluation Manager in UNIDO Independent Evaluation Division (IEV) in coordination with the PM of the project in Agri-Business Development Branch.

The lead consultant should participate at the APLW of the LKD Facility project in Casablanca in December 2016, during which interviews with key stakeholders will be validated and final results presented.

The evaluation consultants must not have been directly involved in the design and/or implementation of the projects.

For Job Descriptions of the evaluation consultants, please refer to Annexes 7 - 8.

## 8. Time Schedule and Deliverables

The Independent Evaluation is scheduled to take place in the period from 1 October to 31 December 2016.

The following are the expected deliverables of the evaluation:

1. Desk study of documentation including a case study of the PPDP project in Morocco (AGEVEC)
2. Interviews with key stakeholders and beneficiaries (face-to-face interviews in Vienna and Sweden, phone interviews with the PPDP project staff in Iraq, Ethiopia, Zambia, Morocco, Germany. Phone interviews should be validated during face-to-face interviews in December in Morocco.
3. Presentation of final results during the Annual Partner's Learning Workshop in Casablanca

### Annex 3: Terms of Reference (excerpt)

4. Draft and Final Independent Evaluation report in English (refer to Annexes 9 and 10). Maximum 15-20 pages long. Deadline for the draft report: 24 November, and for the final report 31.12.2016
5. Presentation of final results in Vienna
6. Main recommendations collected in an PPT presentation

Draft reports submitted to UNIDO IEV are shared with the PM for initial review and consultation. They may provide feedback on any errors of fact and may highlight the significance of such errors in any conclusions. The consultation also seeks agreement on the findings and recommendations. The evaluators will take the comments into consideration in preparing the final version of the report.

### 9. Quality assurance

The PM will be responsible for managing the evaluation, preparing the terms of reference (TOR) and the job description (JD) of the evaluation consultant(s) on the basis of guidance of UNIDO's Independent Evaluation Division (IEV). The PM will forward drafts and final reports to IEV for review, distribute drafts and final reports to stakeholders (upon review by IEV), and organize presentations of preliminary evaluation findings which serve to generate feedback on and discussion of evaluation findings and recommendations at UNIDO HQ.



## Annex 1: LKDF Logical Framework

### LKD Facility Level Logical Framework

	Intervention Logic	Objective Indicators	Means of Verification	Assumptions & Risks
<b>Overall Development Objective</b>	Provide support to ongoing and new PPDPs that focus on industrial skills development in Africa and elsewhere that aim at contributing to the establishment of efficient market oriented VTCs, by facilitating learning and knowledge sharing	<ul style="list-style-type: none"> <li>• Ongoing and new PPDPs in the targeted field(s) follow a harmonized approach, based on lessons learned/good practices and are recognized as model PPDP projects in industrial skills development</li> <li>• Additional co-sponsorship of PPDPs in the field of industrial skills development through VTC upgrading (increase in PPDPs; increase in the number of business partners; thematic expansion of PPDPs in terms of the fields of industrial skills development covered)</li> </ul>	<ul style="list-style-type: none"> <li>• Document review (to analyze if the design and implementation of the projects reflect the lessons/follow good practice principles)</li> <li>• Number of PPDP projects and number of business partners engaged as members of the umbrella platform</li> <li>• Coverage of these projects (number of countries; number of VTCs; range of industrial skills covered)</li> </ul>	<ul style="list-style-type: none"> <li>• The LKDF stakeholders - donor(s), UNIDO, business partners, participating VTCs - have a common understanding of the purpose, coverage and boundaries of the LKDF including the division of work between the LKDF as support project and the PPDPs themselves (country projects)</li> <li>• LKDF stakeholders agree on the principle of sharing of lessons, tools and use harmonized approaches, with a clear definition of roles and responsibilities</li> <li>• Business partners in the ongoing PPDP projects are willing to accept new</li> </ul>

Annex 3: Terms of Reference (excerpt)

	Intervention Logic	Objective Indicators	Means of Verification	Assumptions & Risks
				business partners (new PPDPs) <ul style="list-style-type: none"> <li>• Adequate number of operational PPDP projects serving as ‘foundation’ for collecting lessons and introducing monitoring tools etc.</li> </ul>
<b>Outcome</b>	An umbrella platform in place that facilitates joint learning, harmonized approaches, and collective efficiencies in PPDPs in the field of industrial skills development through the upgrading of VTCs	<ul style="list-style-type: none"> <li>• Evolution in LKDF membership (participating companies, donors/agencies).</li> <li>• Evidence of good practice sharing between PPDP projects/VTCs / trends therein</li> <li>• Indication of use of common approaches, sharing of tools, methodologies in (new) PPDPs</li> <li>• Indication of external interest in/reference to the work of LKDF (enquiries; invitations to present the facility; reference to LKDF in other TVET/PPDP related fora)</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Minutes of meetings (Steering Committee meetings; Partners meetings; reports of other events organized by LKDF)</li> <li>• LKD facility online portal usage statistics</li> <li>• Face-to-face post-meeting questionnaires</li> <li>• Business partners and VTC in-depth interviews</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>
<b>Outputs</b>	1. A results-based learning and knowledge sharing repository established for	<ul style="list-style-type: none"> <li>• Agreement among the LKDF stakeholders on the list of common KPIs (PPDP projects)</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of SC</li> <li>• Document review (participating</li> </ul>	The LKDF partners agree on common KPIs for PPDPs in a timely manner (at the start of

Annex 3: Terms of Reference (excerpt)

	Intervention Logic	Objective Indicators	Means of Verification	Assumptions & Risks
	<p>PPDs in the field of industrial skills development through VTC upgrading in Africa and elsewhere</p> <p>2. Top-management training carried-out -</p>	<ul style="list-style-type: none"> <li>• A harmonized M&amp;E system established for all existing and new PPP projects (including measurement and reporting on the commonly agreed upon KPIs)</li> <li>• Gender disaggregated data collection and reporting being integral part of the above M&amp;E system</li> <li>• Type and number of learning events organized by the LKDF (i) for LKDF members and (ii) for outside parties and appreciation of these events by participants</li> </ul> <p>Indication of interest in tools/lessons by parties external to LKDF (through portal or other means)</p> <ul style="list-style-type: none"> <li>• Number of VTC managers participating on top-management training activities</li> </ul>	<p>PPDPs)</p> <ul style="list-style-type: none"> <li>• reports and M&amp;E system adopted</li> <li>• PPDP reporting on gender equality related indicators based on data collection</li> <li>• Post-meeting surveys</li> <li>• Online portal usage statistics</li> <li>• LKDF progress reports</li> <li>• Project evaluations (mid-term/final)</li> </ul>	<p>the main phase)</p> <p>Commitment of the PPDP stakeholders to introduce the common M&amp;E system, apply rigour in data collection and related reporting</p> <p>IT solution is introduced to support and facilitate harmonized data compilation and reporting</p> <p>The LKDF partners agree on the priority knowledge products expected to be prepared and shared through the LKDF, allowing for different stakeholders putting emphasis on different products</p> <p>Assessment of priority needs of VTC managers</p>

	Intervention Logic	Objective Indicators	Means of Verification	Assumptions & Risks
	<p>addressing constraints in the management of VTCs and covering all PPDP skills development projects developed with SIDA</p>	<ul style="list-style-type: none"> <li>• Range of top management training organized (course participation; coaching/mentoring/other)</li> <li>• Appreciation of VTC managers of each of the training activities</li> <li>• Indications of follow-up taken based on management training, such as:                             <ul style="list-style-type: none"> <li># of business plans (addressing VTC sustainability concerns) developed</li> <li># of events organized to share lessons/foster institutional changes in wider ranges of VTCs in the country (steps towards systemic change, with active involvement of line Ministry/TVET authority)</li> </ul> </li> <li>• Number of women participating in the different top-management training activities.</li>   <li>• model template developed for PPDP project documents</li> <li>• # of new PPDP projects developed</li> <li>• # of new PPDP projects funded</li> <li>• # of new business partners engaged in PPDPs</li> <li>• # of new donors involved in the PPDPs</li> <li>• Range of PPDP thematic focus</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews with participating VTC managers (before and after training activity) Interviews with coaches/mentors</li> <li>• Project reports</li> <li>• Reports of annual managers and partner’s meetings</li> </ul>	<p>Managers have support to implement changes</p> <p>Clear complementarity between management training organized through LKDF and management training organized through the PPDP with involvement of the business partner</p>

	Intervention Logic	Objective Indicators	Means of Verification	Assumptions & Risks
	<p>3. A Project Development Facility resulting in the expansion of the portfolio of PPDP focused on industrial skills development projects in Africa and elsewhere, as a start those focused on the operation and maintenance of heavy duty equipment/vehicles, with possible expansion to other fields of industrial skills</p>	<p>(other fields of industrial skills development through VTCs)</p>	<ul style="list-style-type: none"> <li>• Reports of scoping missions</li> <li>• Project concepts</li> <li>• Project documents</li> <li>• LKDF progress reports</li> </ul>	<p>Current donor (SIDA) is interested in funding further PPDP projects in this field</p> <p>New partners are willing to join the facility</p> <p>More donors are interested to fund PPDP projects developed following the LKDF approach</p>
<b>Cluster of Activities</b>	<p><b>Result-based learning and knowledge development system:</b></p> <p>A. M&amp;E:</p> <ul style="list-style-type: none"> <li>• Define and agree on performance indicators;</li> <li>• Establish and launch the M&amp;E system for all country projects;</li> <li>• Organize training on its use;</li> <li>• Bi annual reporting by project;</li> <li>• Sharing of lessons learned including all projects.</li> </ul>			

	Intervention Logic	Objective Indicators	Means of Verification	Assumptions & Risks
	<p>B. Design and agree upon the knowledge products</p> <ul style="list-style-type: none"> <li>• Define and agree upon the knowledge products to be compiled and shared by the LKDF (prioritized list)</li> <li>• Prepare and diffuse the products</li> <li>• Discuss lessons learned/suggested for future knowledge products</li> </ul> <p><b>Management training:</b> (1) Assess management skill-gaps; (2) Develop training activities (<i>note: could be a range of different activities; attending an existing course, preparing a course oneself as LKDF, coaching, mentoring, other</i>) programme accordingly; (3) Organise management training in joint fashion for target beneficiaries; (4) Monitor results of training and undertake corrective measures.</p> <p><b>Project Development Facility: Expansion of the PPP skills programme:</b> (1) Jointly with SIDA and interested companies, determine priority countries for potential expansion; (2) Conduct a supply and demand study (including, e.g. chambers of commerce and industry, manufacturers and service providers, public sector, etc.) concerning vocational training needs for heavy duty equipment and vehicle in the selected countries; (3) Initiate project preparation in countries by UNIDO and partner companies, business associations and other companies, with local counterparts and in consultation with SIDA and Swedish embassies; (or others, if SIDA is not interested in funding the project) (4) Submission of two project proposals to SIDA.</p>			

## **Annex 4: List of Reference Documents**

1. Project documents, inception and progress reports, and relevant reports
2. Mid-term review of the project along with management responses
3. Lessons-learnt review of the PPDP project in Iraq
4. PPDP-project in Morocco (AGEVEC) related documents
5. Video interviews of PPDP beneficiaries available from:  
<https://www.lkdfacility.org/perspectives/> (around 4 hours of video material)
6. How to guides, toolkits and other relevant material developed by the LKDF available from: <https://www.lkdfacility.org/resources/>
7. Other documents and materials related to the outcome to be evaluated (from the government, partner UN agencies etc.)
8. UNIDO Evaluation Policy
9. UNIDO Thematic Evaluation of UNIDO's Public Private Partnerships

## Annex 5: SAT Project

### PROJECT DURATION

2011 - 2016

### GEOGRAPHIC COVERAGE

Iraq

### SECTOR

Heavy Duty Machinery and Commercial Vehicles, Driver Training, Forklift Driver Training, English Language, Computer Training

### RESULTS & OUTLOOK

- Opened a modern training academy in April 2012, in partnership with Scania, able to provide labour-market oriented training programs in maintenance of heavy duty vehicles, driver training, forklift driver training, English language and computer training to an overall yearly intake of 300 young men and women from the Kurdish region of Iraq
- New curriculum modules developed and approved by relevant authorities
- Introduce staff development plan for conducting skills upgrading for all trainers in teaching methodologies and technical skills
- Students undertake apprenticeships in relevant industries to gain practical experience
- Career service points established to facilitate apprenticeships and the transition of graduates into the workforce

### PROGRAMME PARTNERS

- Swedish International Development Agency (SIDA)
- Scania
- Kurdistan Regional Government Ministry of Labour and Social Affairs
- Education First (EF)
- UNIDO

### ABOUT

With support from the Swedish International Development Cooperation Agency (SIDA), this project **had a goal** to establish an operations and industrial maintenance training academy in partnership with Scania CV AB. Located in Erbil, in the Kurdistan region of Iraq, **the academy targeted** unemployed Iraqis under the age of 30, offering them a chance to develop relevant skills and to find professional employment in the sectors of logistics, manufacturing, and industrial maintenance of heavy machinery (trucks, engines, agricultural equipment, etc.).

Simultaneously, **the training academy aimed** to bolster Iraq's wider economic development, by addressing the serious shortage of skilled labour required by modern enterprises operating and expanding in the country. The academy uses advanced and specialized training equipment and is the only training facility of its kind in Iraq. Courses are offered not only in maintaining and operating heavy machinery, but also in English language and computer literacy. Although typically a male domain, the academy aims to achieve a 30% female participation. Women are actively encouraged to attend the technical and managerial trainings, so that they are also well prepared for opportunities in the workplace.



Annex 3: Terms of Reference (excerpt)

After graduation, the academy will actively connect students with local companies in the region.

**The project had** a clear focus on results – specifically employment generation – and the implementation arrangements are designed to ensure that institutional capacity is strengthened, modern training courses are delivered, and the overall efforts are sustainable.

## **Annex 6: AGEVEC project**

### PROJECT DURATION

2015 - 2018

### GEOGRAPHIC COVERAGE

Morocco, Ivory Coast and Senegal

### SECTOR

Heavy Duty Machinery and Commercial Vehicles

### RESULTS & OUTLOOK

- Establish a modern training academy, in partnership with the Volvo Group, able to provide labour-market oriented training programs in maintenance of heavy duty vehicles to an overall yearly intake of 150 young men and women from Morocco, Senegal and Ivory Coast
- New curriculum modules developed and approved by relevant authorities
- Introduce staff development plan for conducting skills upgrading for all trainers in teaching methodologies and technical skills
- Students undertake apprenticeships in relevant industries to gain practical experience
- Career service points established to facilitate apprenticeships and the transition of graduates into the workforce

### PROGRAMME PARTNERS

- USAID
- The Volvo Group
- OCP Foundation
- Ministry of National Education and Vocational Training, Morocco
- OFPPT

### ABOUT

Despite Morocco's rapid economic growth, its labour market suffers a significant gap between the supply and demand of skilled labour in numerous industrial sectors. Vocational training programs that have been developed in Morocco have not fully met the private sector needs.

In the meantime, youth unemployment prevails, placing many young people in a precarious situation. This state of affairs particularly impacts the heavy-duty equipment and commercial vehicles sector. It has encouraged Moroccan and international entities operating in the education and vocational training (Ministry of National Education and Vocational Training, Vocational Training and Work Promotion Office) and business (Volvo, National Construction and Public Works Federation) sectors, and development partners (USAID, OCP Foundation, UNIDO) to work together to develop and administer a technical and professional skills development training program combining theoretical and practical learning and internships at partner companies.

Annex 3: Terms of Reference (excerpt)

They have created the Heavy-Duty Equipment and Commercial Vehicles Academy (AGEVEC in French) which is located in the newly-established Ecole des Métiers du Bâtiment et des Travaux Publics in Settat, Morocco.

From 2016, the Academy will train 150 Moroccan, Senegalese and Ivorian youths in heavy duty equipment maintenance every year. Resulting from an innovative type of partnership, the AGEVEC project has the dual objective to promote youth employability and to stimulate economic and social development in the aforementioned three countries.

## Annex 7: Job Descriptions: Lead Evaluator

### TERMS OF REFERENCE FOR PERSONNEL UNDER INDIVIDUAL SERVICE AGREEMENT (ISA)

SAP: 120212

Budget Line: 11-00

<b>Title:</b>	Lead Evaluator
<b>Main Duty Station and Location:</b>	Home-based
<b>Mission/s to:</b>	Vienna, Austria Stockholm, Södertälje, Gothenburg, Sweden Casablanca, Morocco
<b>Start of Contract (EOD):</b>	1 October
<b>End of Contract (COB):</b>	31 December
<b>Number of Working Days:</b>	32

The consultant will evaluate the projects according to the Terms of Reference. S/he will act as leader of the evaluation team and will be responsible for preparing the draft and final evaluation report, according to the standards of the UNIDO Evaluation Group.

The Lead Evaluator is expected to conduct the following duties:

Activity	Concrete/measurable outputs to be achieved	Work days	Location
Conduct desk study of project documents & relevant reports		5	Home based
Prepare an interview and mission plan	Interview and mission plan completed and validated by SIDA and UNIDO	1	
Visit Vienna and Sweden to interview the main stakeholders, including beneficiaries		5 incl travel	Vienna and Sweden
Detailed analysis of interviews	Preliminary findings	1	Home based
A lessons-learned review of the PPDP-project 'AGEVEC' in Morocco	Case study of the project	5	Home based and Morocco

### Annex 3: Terms of Reference (excerpt)

<b>Activity</b>	<b>Concrete/measurable outputs to be achieved</b>	<b>Work days</b>	<b>Location</b>
Conduct interviews of key stakeholders either on the phone or during the Annual Partners Learning Workshop in Casablanca in December	Notes on interviews	6	Home based and Casablanca, Morocco
Final presentation of draft results for the Project Steering Committee at the Annual Partners Learning Workshop in Casablanca, December 14	Draft findings presented and feedback sought from LKDF stakeholders		Casablanca, Morocco
Debriefing at UNIDO HQ	Presentation of preliminary findings and recommendations	2	Vienna
Preparation of first draft evaluation report & submission for UNIDO's and SIDA's feedback	Draft report	4	Home based
Finalization of report upon receipt of stakeholders' feedback	Final report	3	Home based
<b>Total</b>		<b>32</b>	

### REQUIRED COMPETENCIES

- Long-term experience in project evaluation
- Experience from working with skills development/vocational training from an industry perspective
- Experience from working with organisational development, capacity and institutional building
- Experience from working with gender related issues, including women empowerment
- Knowledge of international institutions/organisations working on skills development

### MINIMUM ORGANIZATIONAL REQUIREMENTS

- Advanced university degree in social science related disciplines including development studies, development economics, political science, international relations, and peace studies, with training in social research methodologies;
- Minimum 10 years of professional experience in project evaluation;
- Proven track record in evaluation of UN projects.

### LANGUAGES

- Fluency in written and spoken English is required. Ability to speak French is desirable.

Annex 3: Terms of Reference (excerpt)

The evaluation approach and other details are given in the TOR of the terminal evaluation.

**Absence of Conflict of Interest:**

According to UNIDO rules, the consultant must not have been involved in the design and/or implementation, supervision and coordination of and/or have benefited from the programme/project (or theme) under evaluation. The consultant will be requested to sign a declaration that none of the above situations exists and that the consultants will not seek assignments with the manager/s in charge of the project before the completion of her/his contract for this evaluation.

## Annex 8: Job Descriptions: National Evaluator

### TERMS OF REFERENCE FOR PERSONNEL UNDER INDIVIDUAL SERVICE AGREEMENT (ISA)

**Budget Line: 17-00**

<b>Title:</b>	National Evaluation Consultant
<b>Main Duty Station and Location:</b>	Morocco
<b>Mission/s to:</b>	Settat
<b>Start of Contract (EOD):</b>	1 October 2016
<b>End of Contract (COB):</b>	31 December 2016
<b>Number of Working Days:</b>	When Actually Employed, 17 days

The National Evaluation Consultant will assist the Lead Project Evaluator in various activities related to the assignment described in the TOR.

The National Evaluation Consultant is expected to undertake the following tasks:

<b>Activity</b>	<b>Concrete/measurable outputs to be achieved</b>	<b>Work days</b>	<b>Location</b>
Conduct desk study of the AGEVEC project document and relevant reports		5	Home based
Prepare an interview and mission plan for the Morocco case study	Interview and mission plan completed and validated by the Lead Evaluator, SIDA and UNIDO	1	
Interview the project's main stakeholders, including beneficiaries based on questionnaire prepared by the lead evaluator		5	Morocco: Casablanca, Settat, Rabat
Compile summary analysis of the interviews	Preliminary findings	5	Home based
Attend final presentation of the results at the Annual Partners Learning Workshop of the LKDF project in Casablanca, December 14	Draft findings presented and feedback sought from LKDF stakeholders	1	Casablanca, Morocco
<b>Total</b>		<b>17</b>	

### **REQUIRED COMPETENCIES**

- Experience in project evaluation
- Experience from working with skills development/vocational training from an industry perspective
- Experience from working with organisational development, capacity and institutional building
- Knowledge of international institutions/organisations working on skills development

### **MINIMUM ORGANIZATIONAL REQUIREMENTS**

- Advanced university degree in social science related disciplines including development studies, development economics, political science, international relations, and peace studies, with training in social research methodologies;
- Minimum 5 years of professional experience in project evaluation;
- Proven track record in evaluation of UN projects.

### **LANGUAGES**

- Fluency in written and spoken English, French and Arabic is required.

#### **Absence of Conflict of Interest:**

According to UNIDO rules, the consultant must not have been involved in the design and/or implementation, supervision and coordination of and/or have benefited from the programme/project (or theme) under evaluation. The consultant will be requested to sign a declaration that none of the above situations exists and that the consultants will not seek assignments with the manager/s in charge of the project before the completion of her/his contract with the Evaluation Group.



## **Annex 9: TOC for the Evaluation Report**

### **Table of Contents**

#### **Executive summary**

- Must provide a synopsis of the storyline which includes the main evaluation findings and recommendations
- Must present strengths and weaknesses of the project
- Must be self-explanatory and should be 3-4 pages in length

#### **I. Evaluation objectives, methodology and process**

- Information on the evaluation: why, when, by whom, etc.
- Scope and objectives of the evaluation, main questions to be addressed
- Information sources and availability of information
- Methodological remarks, limitations encountered and validity of the findings

#### **II. Countries and project background**

- Brief countries context: an overview of the economy, the environment, institutional development, demographic and other data of relevance to the project
- Sector-specific issues of concern to the project<sup>28</sup> and important developments during the project implementation period
- Project summary:
  - Fact sheet of the project: including project objectives and structure, donors and counterparts, project timing and duration, project costs and co-financing
  - Brief description including history and previous cooperation
  - Project implementation arrangements and implementation modalities, institutions involved, major changes to project implementation
  - Positioning of the UNIDO project (other initiatives of government, other donors, private sector, etc.)
  - Counterpart organization(s)

#### **III. Project assessment**

This is the key chapter of the report and should address all evaluation criteria and questions outlined in the TOR. Assessment must be based on factual evidence collected and analyzed from different sources. The evaluators' assessment can be broken into the following sections:

- A. Relevance (Report on the relevance of project towards countries and beneficiaries)
- B. Effectiveness (The extent to which the development intervention's objectives and deliverables were achieved, or are expected to be achieved, taking into account their relative importance)
- C. Sustainability of Project Outcomes (Report on the risks and vulnerability of the project, considering the likely effects of sociopolitical and institutional changes in partner countries, and its impact on continuation of benefits after the project)

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<sup>28</sup> Explicit and implicit assumptions in the logical framework of the project can provide insights into key-issues of concern (e.g. relevant legislation, enforcement capacities, government initiatives, etc.)

#### Annex 3: Terms of Reference (excerpt)

ends, specifically the financial, sociopolitical, institutional framework and governance, and environmental risks)

- D. Project coordination and management (Report project management conditions and achievements, and partner countries commitment)

### IV. Conclusions, Recommendations and Lessons Learned

This chapter can be divided into three sections:

#### A. Conclusions

This section should include a storyline of the main evaluation conclusions related to the project's achievements and shortfalls. It is important to avoid providing a summary based on each and every evaluation criterion. The main conclusions should be cross-referenced to relevant sections of the evaluation report.

#### B. Recommendations

This section should be succinct and contain few key recommendations. They should:

- be based on evaluation findings
- realistic and feasible within a project context
- indicate institution(s) responsible for implementation (addressed to a specific officer, group or entity who can act on it) and have a proposed timeline for implementation if possible
- be commensurate with the available capacities of project team and partners
- take resource requirements into account.

Recommendations should be structured by addressees:

- UNIDO
- Government and/or Counterpart Organizations
- Private Sector
- Donor

#### C. Lessons Learned

- Lessons learned must be of wider applicability beyond the evaluated project but must be based on findings and conclusions of the evaluation
- For each lesson the context from which they are derived should be briefly stated

**Annexes** should include the evaluation TOR, list of interviewees, documents reviewed, a summary of project identification and financial data, and other detailed quantitative information. Dissident views or management responses to the evaluation findings may later be appended in an annex.

## Annex 10: Checklist on terminal evaluation report quality

**Independent terminal evaluation of UNIDO project:**

**Project Title:**

**UNIDO Project NO:**

**UNIDO SAP ID:**

**Evaluation team leader:**

**Quality review done by:**

**Date:**

Checklist on evaluation report quality

Report quality criteria	UNIDO ODG/EVO/IEV assessment notes	Rating
<b>A.</b> Was the report well-structured and properly written? (Clear language, correct grammar, clear and logical structure)		
<b>B.</b> Was the evaluation objective clearly stated and the methodology appropriately defined?		
<b>C.</b> Did the report present an assessment of relevant outcomes and achievement of project objectives?		
<b>D.</b> Was the report consistent with the ToR and was the evidence complete and convincing?		
<b>E.</b> Did the report present a sound assessment of sustainability of outcomes or did it explain why this is not (yet) possible? (Including assessment of assumptions, risks and impact drivers)		
<b>F.</b> Did the evidence presented support the lessons and recommendations? Are these directly based on findings?		
<b>G.</b> Did the report include the actual project costs (total, per activity, per source)?		
<b>H.</b> Did the report include an assessment of the quality of both the M&E plan at entry and the system used during the implementation? Was the M&E sufficiently budgeted for during preparation and properly funded during implementation?		
<b>I.</b> Quality of the lessons: were lessons readily applicable in other contexts? Did they suggest prescriptive action?		
<b>J.</b> Quality of the recommendations: did recommendations specify the actions necessary		

Annex 3: Terms of Reference (excerpt)

Report quality criteria	UNIDO ODG/EVO/IEV assessment notes	Rating
to correct existing conditions or improve operations ('who?' 'what?' 'where?' 'when?'). Can these be immediately implemented with current resources?		
<b>K.</b> Are the main cross-cutting issues, such as gender, human rights and environment, appropriately covered?		
<b>L.</b> Was the report delivered in a timely manner? (Observance of deadlines)		

Rating system for quality of evaluation reports

A number rating 1-6 is used for each criterion: Highly satisfactory = 6, Satisfactory = 5, Moderately satisfactory = 4, Moderately unsatisfactory = 3, Unsatisfactory = 2, Highly unsatisfactory = 1, and unable to assess = 0.